

Whoberley Hall Primary School

Overdale Road, , Coventry, CV5 8AJ

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Strong and effective leadership has resulted in considerable improvements to teaching and achievement since the previous inspection.
- Good teaching, and some that is outstanding, helps all pupils make good progress.
- Children in the Nursery and Reception classes get off to a rapid start to learning. Staff know the children well and make good use of the indoor and outdoor spaces to make learning interesting and enjoyable for them.
- Pupils with a very wide range of abilities and needs, including those whose first language is not English, and those who need extra help, achieve well over time.
- Those pupils for whom the pupil premium provides additional support achieve as well as other pupils in the school.
- Standards in reading, writing and mathematics are good. Pupils' achievement in a wide range of subjects is good. At the end of Key Stage 2, most pupils have made good progress and are well prepared for the next stage of their education.
- Pupils have positive attitudes to learning which strongly supports their engagement in lessons.
- Behaviour is good in lessons and around school. Pupils are courteous, thoughtful and helpful towards each other. They feel safe and know how to keep themselves safe.
- Leaders maintain a careful oversight of pupils' progress and teachers' work and promote a real desire for improvement.
- The Governing Body has a clear picture of pupils' achievement and is well-informed about all aspects of the school's work.

It is not yet an outstanding school because

- Leaders have not ensured that teachers' marking is sharp enough or acted on by pupils for it to be effective in helping them improve their work.
- Teachers do not always recognise that pupils have moved on in their learning and work is not always adapted to provide further challenge, especially for the most able pupils.
- The quality of teaching has not been consistently high enough to ensure that all pupils who could make more than expected progress during Key Stage 2 do so.
- The presentation of pupils' work is not consistently high across the school. Some pupils do not complete their work as neatly as they should.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 14 lessons, some of which were jointly observed with the headteacher or deputy headteacher.
- Inspectors took account of the 30 responses to the online questionnaire (Parent View), a letter, together with other survey information collected by the school. They also spoke informally to parents at the sports day.
- Questionnaire responses from 28 staff were received and their views taken into account.
- An inspector listened to pupils from Key Stage 1 and 2 read their books and discussed their attitudes to reading. Inspectors spoke formally with two groups of pupils and informally with other pupils in lessons and around the school.
- Pupils work from all year groups and abilities was looked at.
- Meetings were held with the Chair of the Governing Body and one other governor, the headteacher, deputy headteacher, and teachers with additional leadership or management responsibilities. A discussion was also held with a representative of the local authority.
- The school's documents and records were examined. These included: the school's own evaluation of its performance and its improvement plan; the school's information about pupils' progress and the support given to disabled pupils and those who have special educational needs; evidence about the quality of teaching; and records relating to behaviour, safeguarding and attendance.

Inspection team

Michael Appleby, Lead inspector

Additional Inspector

Nicholas Capron

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school with more boys than girls.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding to the school. This additional funding is based on the number of pupils at the school in local authority care or who are known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The 'All Stars' before and after-school clubs, managed by the governing body, provide term-time childcare from 7.30 am to 8.45 am and 3.30 pm to 5.45 pm respectively.
- The proportions of pupils from minority ethnic groups and who speak English as an additional language is similar to the national average.
- The Early Years Foundation Stage consists of a Nursery and Reception class.
- The school has a high level of pupil mobility. Only 58% of the current Year 6 pupils have attended the school from Year 1.

What does the school need to do to improve further?

- Improve teaching to outstanding by:
 - making sure that teachers are checking pupils' progress carefully in lessons and using the information more effectively to move pupils on to more challenging work as quickly as possible, particularly the most able
 - applying the marking and feedback policy consistently in all subjects, so pupils are shown clearly how to improve their work
 - making sure that pupils act on any guidance provided by subsequently improving their work and so make faster progress
 - making sure that all teachers have high expectations of presentation in pupils' work.

Inspection judgements

The achievement of pupils is good

- Children start school with skills, knowledge and understanding which are generally below those typical for their age. During the inspection, children in the Nursery and Reception classes were observed enjoying learning in calm, orderly and stimulating classrooms and outdoor play areas. As a result, children make good progress and reach a good level of development across all areas of learning by the time they enter Year 1.
- Pupils continue to make good progress in Years 1 and 2 and leave Key Stage 1 with standards in reading, writing and mathematics that are above average. The proportions of pupils attaining the age expected and the higher levels in Key Stage 1 have risen in each of the past 3 years.
- Progress made by pupils at the end of key Stage 2 in 2013 in reading, writing and mathematics was much higher than the national average. Although in 2014 the levels of progress were not as strong as in the previous year, pupils left the school with standards in reading, writing and mathematics that are above average. They are well prepared for the next phase of their education.
- Progress in phonics (letters and the sounds they make) is rapid and much improved following the introduction of a new published scheme of work and a reorganisation of the teaching of early reading skills. The proportion of pupils meeting the phonic check standard has increased in each of the past 2 years.
- Pupil premium funding is used well and so the gap between their attainment and that of all other pupils has narrowed year-on-year. The school's assessments and the work seen in their books shows that these pupils achieve standards that are equal to their classmates in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs usually make good progress in English in all year groups, but less well in mathematics. They benefit from carefully targeted work and support which builds their knowledge and confidence helps them overcome the barriers to their learning.
- The additional funding for primary school sport is being used to provide lessons and training from a physical education (PE) coach for the Reception and Year 1 class this year. The funding has also been used to buy new PE and sports equipment and as a result the quality of learning in PE is improving. Pupils say they enjoy their PE lessons and sports activities.

The quality of teaching is good

- Teaching is good and sometimes outstanding because teachers have a good knowledge of their pupils' abilities and mostly set work for them that is at the right level to get the best from them. Pupils make the most progress when activities engage and interest them as happened in the Year 6 class when the teacher used a video and song in a lesson about photosynthesis.
- The teachers and support staff in the Early Years Foundation Stage provide a bright and vibrant learning environment, both inside and outside, which encourages pupils to learn. Children learn exceptionally well through a wide range of activities, such as the ice-cream parlour role play activities seen by the inspectors. As a result the children make good progress in all aspects of learning, especially their language and communication skills.

- Teachers look for connections between different subjects to make learning more interesting and meaningful. In a Year 5 lesson about encrypted information, the pupils did their own research on laptops about semaphore communication and then went outside to send their own messages across the playground.
- The changes made to the teaching of reading and the introduction of the step-by-step teaching of phonics (letters and the sounds they make) ensures that pupils rapidly develop secure reading skills.
- The disabled pupils and those who have special educational needs learn well because teachers know them well and are fully aware of their particular needs. Teachers, with the help of the leader of special educational needs, plan tasks and sequences of work that are relevant to their ability level and are effective in raising their attainment. Well-trained teaching assistants support these pupils' learning effectively in lessons.
- A strong feature of lessons is the high-quality relationship that exists between the pupils and staff. The school has a calm and purposeful atmosphere where pupils are eager to learn. Pupils and teachers have great respect for each other and pupils cooperate well with each other when working in groups. Pupils respond quickly and attentively to teachers' instructions and requests and so lessons proceed at a good pace with little time being lost.
- Homework is set consistently across classes, and is regularly completed by all pupils. This work supports pupils' learning and builds on the skills and knowledge being taught in lessons.
- Teachers do not always recognise that pupils have moved on in their learning and work is not always adapted to provide further challenge, especially for the most able pupils. For example, this was seen in some groups during phonic lessons where the pupils clearly knew the sound being taught.
- Teachers mark work frequently and accurately and give pupils good advice as to how they should improve their work. However, the marking is not of a consistently high standard in all classes. Pupils are not always given the opportunity and encouragement to respond to this advice and so learning is slower than it could be.
- A very large majority of parents and carers who responded to Parent View, or who spoke with inspectors during the inspection, believe that their child is well taught at the school.
- The school policy for presentation of work is not being applied consistently in all classes. The high standard of presentation in some pupils' books was not of the same level for all classes.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Most pupils have positive attitudes to their learning in lessons, are eager to learn, and conduct themselves well in all situations. Their interactions with one another and with the staff are respectful and polite. In a Year 3 and 4 drama lesson the pupil's behaviour was exemplary while they were involved in acting in role as part of a group and then watching others perform.
- The school's work to keep pupils safe and secure is good. An overwhelming proportion of parents who responded to the on-line questionnaire, Parent View, the recent school survey and a letter received from one parent, all agree that pupils are well cared for. Pupils unanimously

told inspectors that they feel very safe in school.

- A key feature of the school is its strong promotion of spiritual, moral, social and cultural awareness. As a result pupils work hard and play well together. There is a strong sense of community in the school, reflected in the respect and politeness shown by pupils to others from different backgrounds and cultures.
- In the Early years Foundation Stage classroom routines and expectations are well established which enables all pupils to develop very positive attitudes to learning and to behave sensibly and sensitively with one another.
- Pupils are helped to gain a good understanding about different forms of bullying, including physical, verbal and cyber bullying. There is a very good understanding of e-safety across the school. They say that bullying doesn't happen at all and bad behaviour doesn't happen very often in their school. However, if there were any incidents, they know who to talk to and they are confident that leaders will take action to sort things out. The school's records of bullying and behaviour incidents confirm their views.
- Staff manage behaviour consistently well using the effective school's behaviour management system, and they deal with incidents of inappropriate behaviour immediately and effectively.
- Pupils' spiritual, moral, social and cultural development is well promoted. Pupils respect each other and are proud to come to the school. Pupils from different social and ethnic backgrounds get along harmoniously. They take responsibility for their actions and feel that the school is a friendly place to be.
- Teachers take opportunities in topic work to promote pupil's ability to think more deeply about issues. For example Year 6 considered the reasons for and against the growing of chocolate instead of food in Ghana. Pupil's cultural awareness has been developed through various visits to places including France, London, museums and art galleries.
- The 'All Stars' breakfast club provides a cheerful start to the school day. It is a safe, calm environment and a useful resource for parents. The food and activities provided make sure pupils are ready for their lessons.
- Pupils' attendance has improved since the last inspection and is now in line with the national average. The school works hard with families to make sure pupils attend school on time and regularly. Pupil absences without reason are quickly followed up with an immediate telephone call to find out the reason.

The leadership and management are good

- Actions taken by the headteacher and deputy headteacher, have successfully improved teaching and raised achievement since the previous inspection. The headteacher is a determined leader who has raised staff expectations about what pupils of all abilities can achieve when challenged and, consequently, pupils' achievement has risen to be good. She is ably supported by her leadership team, a united team of staff, and effective governors.
- The school has developed effective systems to check the quality of teaching and the judgements of senior leaders about the quality of teaching are accurate. The improvements in the quality of teaching since the previous inspection have led to pupils making more rapid progress.

- Teaching is carefully and regularly checked by leaders, and actions are taken both to support and challenge teachers to improve their practice. Leaders regularly look at pupils' work, review lesson plans, carry out lesson observations and analyse assessment information on pupils' achievement. However, the leaders of English, mathematics and Special Educational Needs do not have enough opportunities to help others to improve their teaching and thereby raise attainment and progress still further.
- The Early Years Foundation Stage is well led and managed by a skilled leader who uses assessment data effectively to ensure all pupils have challenging activities that ensure they make good progress and are ready for Year 1.
- The monitoring of staff performance is used well to help the professional development of individual staff and bring about improvements in the quality of teaching. Clear and measurable targets are set and performance against them is reviewed regularly.
- Leaders and managers use the pupil premium money well to bring about improvements in pupil's progress and attainment. This is carefully monitored by the governing body so that the actions put in place help pupils overcome their barriers to learning. The impact of the school's actions are evident as the gap between the pupils who receive pupil premium funding in school and those who do not has closed so these pupils now achieve as well as their peers.
- Most parents and carers who responded to Parent View say that the school is well led and managed.
- The new sports funding is being used well to extend opportunities for pupils to engage in active play and PE activities, and to develop staff expertise.
- The local authority has provided effective, well-focused support that has contributed particularly to improvements in teaching and pupils' progress.
- **The governance of the school:**
 - Governors have a good understanding of the school's assessment and attainment data and what the school's tracking of pupils' progress tells them about pupils' achievement compared with schools nationally. They have a clear understanding of the allocation of the pupil premium funding and its impact on pupils' progress. Governors have an accurate and well-informed view of the school's strengths and areas for development and were involved in the school's recent self-evaluation. They provide increasingly challenging support for the school in its drive to raise standards and improve the quality of teaching. The governors are asking increasingly probing questions of the headteacher at meetings to get a clear understanding of the impact on pupil achievement of staff training and financial expenditures such as the pupil premium and sports funds. Governors are ensuring that there are close links between teachers' performance and their pay, promotion and training. Governors have a good understanding of the school's finances and expenditures. They ensure that all safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

Boarding/Residential provision		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

School details

Unique reference number	103674
Local authority	Coventry
Inspection number	442537

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	190
Appropriate authority	The governing body
Chair	Helen Turner
Headteacher	Laura Crane
Date of previous school inspection	15 November 2012
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