



Wellesbourne Community Primary School

Inspection report

Unique Reference Number 133329
LEA Liverpool

Inspection number 274866
Inspection dates 21-22 June 2005
Reporting inspector Michael McDowell

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Abbotsford Road
School category	Community		Liverpool
Age range of pupils	3 - 11		L11 5BA
Gender of pupils	Mixed	Telephone number	0151 2269765
Number on roll	368	Fax number	0151 2269781
Appropriate authority	The governing body	Chair of governors	Dr A Qualter
Date of previous inspection	N/A	Headteacher	Glenys Daniels

Age group	Published	Reference no.
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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of Wellesbourne Community Primary School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

Wellesbourne is a large Liverpool primary school not previously inspected, in an area with many social difficulties. More than two-thirds of pupils are entitled to free school meals. It was opened in 2003 when existing infant and junior schools were amalgamated. There are few pupils from minority ethnic groups, or whose first language is not English. A very small number are in public care. The number with special educational needs is average. Most pupils starting in the Nursery lack the social and communication skills expected.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This school views itself as good, and inspectors agree. Children in the Foundation Stage get off to a good start and many, but not all, reach the goals expected of them by the end of reception. In 2004, standards at the end of Year 2 were as expected nationally, well above those of similar schools. At the end of Year 6 overall standards were below the national average, weakest in mathematics and science. Even so, overall standards were well above those found in similar schools but only because of the strengths in English.

Good teaching, and outstanding care, guidance and support, helps pupils to become happy, confident and successful learners. School assessments show that pupils progress is accelerating in Years 3 to 6 to match the good progress lower down the school. Progress could still be stronger in mathematics and science by Year 6. For most pupils, personal development is good. However, because of poor attendance of a significant minority, overall attendance levels are well below average. Pupils with special educational needs (SEN) are helped, very effectively, to take a full part in everything the school offers.

Leadership is good and the school is well managed. Good use is made of the information gathered to identify weaknesses in the performance of the school and to take steps to correct these. This is why the new school has made an effective start since it opened and its capacity to continue to improve is good. It gives good value for money.

Grade: 2

What the school should do to improve further

To improve further the school should:

- Raise the standards in mathematics and science by the end of Year 6.
- Improve attendance.

Achievement and standards

In judging its standards and achievement as satisfactory, the school overemphasises results in relation to the national picture. Inspection evidence points to good achievement. When they enter the Nursery, most children have communication and social skills below those expected. They progress well so that by the end of reception, many reach the learning goals expected of them. In 2004, by the end of Year 2, standards in English, mathematics and science were as expected. At the end of Year 6, pupils were most successful in English,

where standards were in line with the national average. Standards in mathematics and science were below this, especially for girls. External factors played a part in pupils not doing as well as predicted. Their learning was disturbed during the construction of the new school. Also, housing regeneration in the area means that significant numbers of pupils leave the school to be temporarily re-housed before returning. The school is working successfully to overcome disparities in pupils' achievement. By Years 2 and Year 6, current standards are broadly in line with national expectations. The needs of learners with SEN are met very well so that they make good progress. Higher attaining pupils are identified and they are helped and challenged to excel.

Grade: 2

Personal development and well being

Pupils' develop their social skills well and have a strong sense of fair play and awareness of right and wrong. They think of others, not just themselves. They are well acquainted with their own culture and that of others. For most pupils coming to school is a pleasure. They enjoy their lessons, their friendships and the exciting activities and opportunities to play. They collaborate very well and readily share their ideas. They settle and concentrate well in class and try hard. They behave well and, only rarely, is there need to exclude a pupil for a short period to ensure the safety of all. Although the school is a happy community, attendance is well below the national average. Through the school's efforts, almost two-thirds of pupils have improved their attendance in the last year. A few parents do not encourage their children to attend regularly. Pupils love to make their own contribution to the school and to the community. Members of the school council are very proud of their status and responsibilities. All are well trained as advocates. They set a good example and are confident in giving support to those who are lonely or unhappy in the playground. Pupils know the importance of making good choices to stay healthy and safe.

Grade: 2

Quality of provision

Teaching and learning

Teaching and learning are good. Teachers try very hard to make lessons meaningful and enjoyable. They know their pupils and their capabilities well and use this knowledge when they plan lessons. Teachers are alert to learners' responses and vary what is planned to give pupils the best chance of learning. By their attentiveness and eager anticipation, most pupils show that they wish

to try their best and learn as much as they can. They listen well, raise their hands when they wish to speak and work productively both individually and in groups. As a result of teachers' good management and pupils' positive attitudes all have a very good chance to benefit from lessons and learn well. The assessment of what pupils know, understand, and can do is rigorous. It is used effectively to pinpoint areas of knowledge and understanding that need to be reinforced. Whilst this has improved standards in mathematics and science, more needs to be done. The diagnosis of learning difficulties experienced by some pupils is particularly thorough. Very good care is taken to ensure that they are given the help they need in order to make progress. Effective steps are taken to identify higher achieving pupils and give them challenging work.

Grade: 2

Curriculum and other activities

The school evaluates its curriculum as satisfactory but inspectors found it to be good. It is fully in place and meets the needs of learners well. Provision in the Foundation Stage is good and emphasises the personal development of children through extending their communication and social skills. In Years 1 and 2, understanding is helped by linking subjects with common themes. Pupils in Key Stage 2 are taught French, in advance of a national requirement to do this. Learners, who are especially vulnerable because of learning, social or emotional difficulties, are very well provided for. The school gave less weight to this than inspectors did when assessing the quality of the curriculum. Pupils have many opportunities to extend their learning through visits and school clubs. Visitors make a strong contribution to the richness of work in, for example, art, music and religious education. Pupils are strongly encouraged to make healthy eating and life-style choices and are given good guidance on keeping safe.

Grade: 2

Care, guidance and support

The school rates this area of its work as good but inspectors judge it as outstanding. All staff know individuals' needs and family circumstances extremely well. Those in public care are well catered for. All pupils are supported with sensitivity and a focus that is always directed to helping them succeed in their work. Pupils' progress is closely monitored with the outcomes leading to good academic support. The provision for those with SEN is very good. The learning mentor offers high levels of individual and group attention for pupils who need much help to raise their self-belief. She leads discussion

sessions throughout the school very effectively, with good humour and diplomacy.

The arrangements to ensure child protection and health and safety are comprehensive and effective. There are very good levels of supervision in the playground to ensure that play is active, energetic and safe.

Grade: 1

Leadership and management

The school has started well because of the effectiveness of its leadership and management. The headteacher has brought together the staff, pupils and traditions of two schools and made a strong learning community in which teaching, learning, and pupils' performance are improving. The senior team shares her aim to develop the quality of education. The governing body is well informed about the school. It fulfils its statutory responsibilities and helps to set the direction the school must take. The school takes effective steps to review and evaluate its performance. Teaching and learning are monitored and opportunities for professional development are provided. Teachers' planning is reviewed to ensure that both curriculum and learners' requirements are met. Pupils' attainments are assessed and their progress is tracked. Challenging targets are set for pupils to lend impetus to their improvement. In self-evaluation the school is generally rigorous. It has a modest view of itself. In describing support and guidance as good, it gives too little weight to the impact it has in bringing together additional services to help vulnerable groups. Similarly, in judging the quality of the curriculum, it underestimates the positive impact of its provision for these vulnerable pupils. The school has a strong commitment to equality of opportunity which is reflected both in its policies and its work. All pupils are fully included and given the chance to take part in all that is offered. Their views are put to the school council and acted on. Parents are very happy with the school and believe it listens to them.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	Yes
Effective steps have been taken to promote improvement since the last inspection	N/A

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2
The <i>standards</i> reached by learners	3
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community.	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
The adequacy and suitability of staff to ensure that learners are protected	Yes

The extent to which schools enable learners to be healthy	Delete as appropriate
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Delete as appropriate
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Delete as appropriate
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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The pupils,
Wellesbourne Community Primary School,
Abbotsford Road,
Liverpool, L11 5BA

1st July 2005

Dear Pupils,

As you know, we visited your school for two days in June, and looked at all the things you do there. We talked to some of you, and we would like to thank you all for your help while we were at Wellesbourne.

- We think that Wellesbourne is a good school. It helps all of you to learn as well as you can. Your teachers and all the grown-ups who work with you know you well and try their best to take care of you. They challenge you to do as much as you are capable of. They teach you well and in return, you behave well in lessons. You try hard to concentrate and to do your best. When you need extra help, it is given, and if you need a grown-up to talk to, there's always one there who'll listen to you.
- When we talked with you we were pleased with how polite and confident you were. We know from what you told us that you like to take on extra responsibilities and to help others. You know that the school listens to you, and acts on your ideas. You enjoy your lessons and your break-times, especially playing on the tyre park or in the ball cage. You said that the school gives you lots to do outside lesson time; some of you, however, would like the chance to go on a residential trip.

We think that all these good things are because your headteacher and all her staff run the school well.

- To make your school even better, we are asking the headteacher and her teachers to help you improve your work even more, especially in maths and science.
- We are also asking that the school continues to work with you and your families to make sure that all of you come to school when you should.

It was very nice to meet you all,

Best wishes for the future,

M. McDowell

Michael McDowell (Lead Inspector)

Sarah Drake and Steven Rigby (Inspection team)