

# Provost Williams CofE Primary School

Inspection report

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<b>Unique Reference Number</b>	130875
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	315640
<b>Inspection dates</b>	16–17 January 2008
<b>Reporting inspector</b>	Alwyne Jolly

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	198
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Simpkins
<b>Headteacher</b>	M J Holroyd
<b>Date of previous school inspection</b>	29 September 2003
<b>School address</b>	Sodens Avenue Ryton-on-Dunsmore Coventry CV8 3FF
<b>Telephone number</b>	02476 302166
<b>Fax number</b>	02476 301660

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average-sized primary school with the majority of pupils being from White British backgrounds. Cohorts vary in size but are relatively small. In some year groups, there are significantly more boys than girls. Although the proportion of pupils with learning difficulties and/or disabilities is average overall, it is high in some year groups.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where all staff work together well to ensure pupils' needs are met. As one parent said, 'The school helps all pupils and takes particular care of those with the highest level of need.' Many features explain the school's success. One of the most important is the strong direction provided by the recently formed leadership team. This has resulted in a clear focus on raising standards and improving provision. Consequently, teaching, the curriculum and support and guidance for all pupils are good. This means that children make a good start in the Foundation Stage and pupils continue to make good progress as they move through the school to reach standards by the end of Year 6 that are consistently above average.

Within this positive picture, the school is aware that there are some areas still to be improved. For instance, although boys generally progress quite well, the gap between boys' and girls' attainment is greater than found nationally. This is an obstacle to the school's efforts to promote even higher standards.

Pupils benefit from the wide range of extra-curricular activities and find their lessons interesting. Since the last inspection, the school has worked hard to improve provision for information and communication technology (ICT) so that standards are now similar to those found nationally. However, there is not enough emphasis on using ICT in other subjects.

Attendance has improved and is now good. One parent explained, 'My child finds the school exciting and looks forward to going to school every day.' Pupils enjoy school, have positive attitudes and behave well. The good pastoral care and individual support given to each pupil reflects the school's commitment to its Christian foundation. Staff care for the all-round needs of pupils who are encouraged to adopt safe practices. This caring ethos permeates all aspects of school life epitomised by the good progress made by less able pupils and those with learning difficulties and/or disabilities. This gives pupils the confidence to take on responsibilities and, through the school council, make good suggestions that have improved the school. Some pupils are entrusted with the role of 'peer mediator' to support fellow pupils, particularly in the playground. This makes a considerable contribution to the personal development of all the pupils involved.

The school benefits from good leadership at all levels. The headteacher, senior leaders and class teachers all have a clear picture of how well pupils are doing. Effective systems have been developed so that this knowledge is translated into effective strategies to help pupils improve. Consequently, achievement is good.

## Effectiveness of the Foundation Stage

### Grade: 2

Children start school in the Nursery with skills, knowledge and understanding similar to those expected for their age. They get off to a good start and make good progress in both the Nursery and Reception classes. Although there is variation from year to year depending on children's capabilities, the proportion reaching the expected levels is generally higher than that found nationally in all areas of learning. A few children find it more difficult to control their excitement and enthusiasm and sometimes sessions are rather noisy, which occasionally disturbs the learning of others. Children's good achievement is a direct consequence of good teaching and a well balanced curriculum. Teamwork, planning and assessment of how well children are doing are

real strengths and contribute considerably to children's achievement. Children are well cared for and this helps them to feel safe and enjoy their play and learning.

### **What the school should do to improve further**

- Improve boys' attainment to match that of the girls by planning work more specifically to meet their needs.
- Extend the use of ICT in other subjects.

## **Achievement and standards**

### **Grade: 2**

The small size of year groups makes conclusions based on one year's results unreliable. However, standards in Year 6 have been consistently above average for a number of years and the vast majority of pupils make good progress in relation to their starting points. The 2007 national test results dipped slightly but significant numbers of pupils joined the school mid-year and there were almost twice as many boys as girls. Girls' performance was clearly above average when compared nationally with other girls, while some boys attained less well when compared with their own gender nationally. The relatively better performance of girls was also evident in the national tests at the end of Year 2. The number of pupils with learning difficulties and/or disabilities varies considerably within year groups but there are good systems in place and effective teaching to ensure that they make good progress in relation to their prior attainment.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good because of the genuine interest shown by all staff in the welfare and progress of each child. An assembly on the theme of the good shepherd searching for a lost sheep typified the emphasis on pupils' spiritual development and the importance given to the needs of each pupil. Pupils' spiritual, social, moral and cultural development is good. They enjoy the responsibility of being members of the school council and are proud to highlight the changes implemented in response to their recommendations. The award of Healthy School status exemplifies the school's effective approach to promoting a healthy lifestyle. The school has emphasised to parents that regular attendance is essential in order for children to achieve their full potential. Consequently, attendance is much improved and is above average. Pupils make a good contribution to their community by participating in village events, singing to local groups and taking part in local and national fundraising. They have good attitudes and generally behave well, although occasionally, a few pupils are slow to settle to their main activity in lessons. Good teaching of basic literacy and numeracy skills and the encouragement of cooperative teamwork, prepares pupils well for their next stage of education and working life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good. Staff work together well as a team and have good relationships with their pupils so there is a pervading sense of purpose and enjoyment in lessons. Marking is better than reported at the last inspection with pupils benefiting from constructive suggestions on how they can improve their work. Pupils have a good understanding of both

the level at which they are working and their targets for the future. The school has recognised the importance of addressing the specific needs of boys and, as a result, has introduced a range of initiatives. However, they have had little impact so far. Although the school has worked hard to improve its resources, ICT is not used consistently across the breadth of the curriculum.

## **Curriculum and other activities**

### **Grade: 2**

Pupils enjoy school because the work planned is interesting and engaging. The Nursery and Reception curriculum is based securely on learning through a good balance of child and adult-initiated activities. Exciting initiatives, like a recent environmental studies project, help to bring learning alive for the younger children. The school teaches French in Years 4, 5 and 6 and this is enjoyed greatly by pupils. Although the school has worked hard to improve the planning for ICT and makes good use of the limited resources, planning for the development of ICT skills in other subjects is at an early stage. Specialist dance sessions for older children, 'theme' weeks, trips and visitors all enhance the curriculum well. The pupils particularly appreciate the wide range of after school clubs. These include a homework club as well as the very popular football and tag rugby clubs.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel safe and secure at school because the pastoral care is effective. As one child said, 'The staff are lovely.' The school makes good provision for pupils' all-round needs and, for example, works well with outside providers to arrange 'wrap around care' for those who require it. There are sensible arrangements in place for safeguarding pupils and to ensure that they adopt safe practices. Although some of the procedures related to setting targets for individual pupils are relatively new, pupils receive good academic guidance, which underpins their good achievement.

## **Leadership and management**

### **Grade: 2**

The headteacher has given the school a clear and positive educational direction. She receives effective support from the leadership team and the coordinator of special educational needs, who have complementary strengths. The school's self-evaluation is thorough and accurate. There are good arrangements to track pupils' progress and ensure their smooth transition through school, with particular emphasis on the move from Year 2 to Year 3. An annual teacher training day near the end of the summer term focuses effectively on the transfer of pupils in all years. The current and future teacher discusses each individual's progress and needs. Learning targets set are both challenging and realistically related to each cohort. The governors are knowledgeable and shrewd, carrying out their major tasks through regular committee meetings. They are self-critical, recognising, for instance, they could improve parental communication further. School development planning is a central focus at each full meeting of the governing body. The plan is detailed, although occasionally the success criteria for initiatives are not clearly measurable. Effective leadership at all levels has ensured there has been good improvement since the last report. The effective systems that the school has in place to support pupils' progress and welfare confirm a good capacity to improve further.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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 the 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?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Provost Williams C of E Primary School, Ryton-on-Dunsmore, CV8 3FF

Thank you very much for making us feel so welcome in your school. We really enjoyed talking to you, hearing your views and watching you learn.

Provost Williams is a good school which is well led and managed. Teaching is good and you are progressing well. We were impressed with your behaviour and sensible attitudes to your work. You told us that you feel safe and well cared for, which we could see was true. We were also impressed with how much you know about keeping fit and healthy. We could tell that your lessons are interesting and you have many exciting opportunities to learn, both in lessons and through extra activities like clubs and visits.

We have suggested two areas that the school needs to improve.

- We have asked the teachers to provide work that will particularly encourage and help boys so that they do as well as the girls when compared with other schools. The boys can respond by working hard at whatever task they are given.
- We have also asked the teachers to make greater use of information and communication technology in their teaching and to help your learning in other subjects.

We wish you well in the future.

With best wishes

Yours sincerely

Alwyne Jolly Lead inspector