

Wellesbourne Community Primary School

Inspection report

Unique Reference Number	133329
Local Authority	Liverpool
Inspection number	316086
Inspection dates	24–25 September 2008
Reporting inspector	Gordon Alston

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	290
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Tina Winterburn
Headteacher	Mrs Glenys Daniels
Date of previous school inspection	21 June 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Abbotsford Road Liverpool L11 5BA
Telephone number	0151 2269765

Age group	4–11
Inspection dates	24–25 September 2008
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Fax number

0151 2269781

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This above average sized school admits pupils from an area with significant social and economic disadvantage close to Liverpool city centre. The proportion of pupils eligible for a free school meal is high when compared to other schools. The percentage of pupils with learning difficulties and/or disabilities is above average. A very small number of pupils are from minority ethnic heritages.

Wellesbourne Primary has gained a number of awards including the Healthy Schools, Activemark and Basic Skills awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' standards and achievement in writing and mathematics, particularly in Key Stage 2.

After a period of underachievement across Key Stage 2 classes, recent school data indicate an improving picture. However, as a result of this past trend, some pupils are still not reaching their full potential or making enough progress and, consequently, underachieve. The school does not provide value for money.

Children enter school with levels of knowledge, skills and understanding that are well below those typical for their age. An effective Early Years Foundation Stage (EYFS) helps them to make good progress. Although improved, standards are still below expectations when they enter Year 1. They remain below average at the end of Key Stage 1. However, progress in that key stage is satisfactory and improving due to the positive impact of a stronger EYFS. Staffing issues have contributed to the fall in standards at Key Stage 2 in recent years and also to pupils' underachievement, especially in writing and mathematics. While the situation is beginning to improve, current standards, at below average, are still too low and pupils are underachieving. Pupils who have learning difficulties and/or disabilities also make inadequate progress.

Pupils' personal development is good. A positive feature is the way that pupils show respect and care for others, reflecting the school's successful promotion of community cohesion. The majority of pupils display good behaviour and attitudes to learning, as a result of a clear focus from staff. Pupils have a good awareness of healthy lifestyles and personal safety. The school's good provision for care, guidance and support has made a significant contribution to pupils' personal development. Likewise, due to the good efforts of the school, levels of attendance have improved and are now broadly average. Pupils' development of skills to aid their future economic well-being is satisfactory but limited by their inadequate academic achievement.

The quality of teaching, learning and the curriculum is satisfactory. New teachers and better tracking of pupils' progress have impacted positively, particularly in Key Stage 2. However, not all teachers make enough use of assessment information in planning their lessons. Teaching is not always of good enough quality to fully engage all pupils or compensate for gaps in pupils' knowledge. This restricts the progress they make.

Leadership, management and governance are satisfactory. During a period of staffing difficulties, the headteacher, supported by the senior management team, has ensured that the care given to pupils has not suffered and that pupils' personal development is strong. The headteacher has established a culture of teamwork and some effective steps have been put in place to improve teaching and eradicate underachievement. There are clear signs that these improvements are working and that there is a satisfactory capacity for further improvement. However, this turbulent period has slowed the impact of some of these measures in Key Stage 2. Also, improvements are not always monitored and evaluated rigorously enough, resulting in some inconsistencies in provision between classes. Recent measures mean that improvements are now evident. Parents speak positively about the school. Partnerships with others are good and support pupils' personal development and opportunities for learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children are very well cared for in the EYFS and relationships between staff and the children are excellent. Children enter Nursery with skills well below those expected. They make good progress but by the start of Year 1, most are still working towards the expected learning goals. Effective teamwork is a key strength and teaching assistants make a significant contribution to the overall good teaching. All areas of learning are covered well in the spacious classrooms, shared areas and outdoor areas. There is high quality provision both indoors and in the outdoor play area for Nursery children, offering a wide variety of stimulating learning opportunities. This provision has recently been extended into the Reception classes, providing greater opportunities for independence and child-initiated activities but the outdoor play area is not yet used to maximum benefit for Reception children. The EYFS is well led by a newly appointed coordinator who is very pro-active and has a clear vision. However, the planning and assessment systems for Reception classes are so new they are not yet having maximum effect.

What the school should do to improve further

- Raise standards and improve achievement in writing and mathematics, particularly in Key Stage 2.
- Improve the way teachers use assessment information to make lessons more challenging and interesting, particularly for more able pupils.
- Monitor and evaluate the impact of whole-school initiatives more rigorously.

Achievement and standards

Grade: 4

Progress in Key Stage 1 is satisfactory and standards, though still below average, are improving. A significant factor has been the benefit of the newly managed, well-resourced EYFS provision that has better prepared children for starting Key Stage 1. However, pupils' writing skills in Key Stage 1 remain weak. Achievement in Key Stage 2 classes is uneven and inadequate overall. It is better in classes where pupils experience the strongest teaching or where their past learning has not been affected by staffing difficulties. However, other pupils' previous underachievement has not been fully compensated for, especially in mathematics and writing. Consequently, standards are below average and pupils still underachieve. Initiatives introduced to tackle this are now beginning to impact and the school's data predict an improvement in standards in 2009. Provisional results for 2008 indicate that the current, below average standards are better than last year when they were well below average. Pupils with learning difficulties and/or disabilities receive good support but do not yet make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils really enjoy school. By Year 6, they have extremely positive attitudes to learning. Parents say their children are eager to go to school. Attendance is broadly average. Pupils are polite and responsible; their behaviour is good. Within a very caring, family community, relationships are good with pupils of all ages showing great respect for each other. Pupils' spiritual, moral, social and cultural development is good. Pupils know how to make healthy choices in the food they eat and the exercise they take. 'Our teachers are a bit like our mums and dads', was a comment made and reflects how safe and secure pupils feel in school. Class jobs, the school

council and special responsibilities carried out by the oldest pupils are examples of how pupils make a good contribution to community cohesion. They also contribute to the church and wider community with activities such as raising money for charity. Well-developed personal qualities equip pupils well for the future and their awareness of economic well-being is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Recent staff changes, the setting of targets and more rigorous systems to check on pupils' progress are supporting better teaching as indicated by improving pupil progress. Common strengths include positive relationships between staff and pupils, leading to most pupils behaving well in lessons and being industrious. Teaching is good at times, and where this is the case, lessons have a brisk pace and expectations of what pupils can achieve are high. As a result, pupils work with enthusiasm and successfully achieve the learning objective the teacher has set them. This is not consistent, however, especially in Key Stage 2. In less effective lessons, teachers aim their introductions towards average pupils. They rely on teaching assistants to support less able pupils and they do not always fully challenge more able pupils. Tasks given to pupils are varied and meet abilities, but they are sometimes mundane and do not capture pupils' interest. As a result, some pupils are not well motivated and their progress is restricted. Consequently, although teaching is satisfactory overall, pupils are not always learning quickly enough to overcome past underachievement.

Curriculum and other activities

Grade: 3

The curriculum promotes pupils' personal development effectively. The needs of pupils who have disabilities or learning difficulties are met effectively through a carefully planned programme of specific actions. However, in Key Stage 2, the curriculum is less effective at promoting pupils' academic development. For example, not all the more able pupils have good opportunities to extend their skills. Opportunities for pupils to further enhance their basic information and communication technology skills across all subjects are satisfactory. Opportunities for pupils to improve their reading and writing skills across all subjects are developing. The curriculum is appropriately designed to ensure that pupils learn how to stay safe and lead healthy lifestyles. A good range of visitors to school and visits to places of interest help to make the curriculum interesting and enjoyable. The curriculum is enhanced by the inclusion of foreign languages. The range of activities outside normal school hours is adequate and includes a range of physical and sporting activities, including specialist coaching, that promote fitness and health.

Care, guidance and support

Grade: 2

High levels of pastoral care are founded on very positive relationships between the staff, pupils and their families. Vulnerable pupils are well supported, such as those who have disabilities and those who need extra adult support because they could do with a boost to their confidence. Effective links with outside agencies ensure pupils have extra support when needed. Pupils say they feel safe in school. The school provides a secure environment where the required safeguarding procedures are in place. Academic guidance is satisfactory. The school checks

pupils' progress frequently, so staff can identify pupils who are falling behind and take action to support them. However, although pupils have learning targets in English and mathematics, pupils' awareness of them or how these can help them to improve their work is inconsistent between classes.

Leadership and management

Grade: 3

There is a clear commitment to school improvement and the headteacher has successfully encouraged the involvement of all staff in the process. The good support provided by the local authority has galvanised the school's own programme of professional development resulting in improvement in pupils' achievement. A number of initiatives have been introduced to improve the quality of teaching and learning but, while progress has been checked regularly, senior staff are aware that they have not always evaluated the effectiveness of the programmes rigorously enough. This has led to some inconsistencies in the quality of provision between classes and slowed the impact of actions taken. Improvement has been also hampered by long-term staff absences. The school's evaluation of its performance is accurate in most areas. However, it has overestimated the achievement of pupils and not taken sufficient account of the impact of underachievement in the period since the last inspection. The governing body gives satisfactory support to the school. Although they have an appropriate overview of the quality of provision, they are less aware of the standards reached by pupils and their achievement.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Wellesbourne Community Primary School

On behalf of the inspection team I would like to thank you very much for your help when we inspected your school. I wish to share with you what we found out about your school.

Your school has some good aspects, which are as follows:

- The school provides you with good care and a high level of support for your personal development. As a result, your behaviour and attitudes to learning are good and you take on responsibilities well.
- Children in the Foundation Stage get off to a good start thanks to lots of good resources and good teaching.
- The school has good links with the community and other places and your parents are very happy with the school.

However, your school has not been effective enough in helping you to do as well as you should, especially in Key Stage 2, so it has been given a 'Notice to Improve'. This means that another inspector will visit in the near future to check on how well it is improving.

There are some very important improvements that need to be made:

- You have not been doing as well as you should in writing and mathematics in Years 3 to 6. Whilst teaching is mainly satisfactory and sometimes good in classes now, we want the staff to continue to improve their teaching so that you all achieve your best.
- We want your teachers to make better use of what they know you can do already and plan activities that are interesting and challenging, especially for the more able pupils.
- Senior staff need to check more carefully on how well the new ideas used in school are helping you to do better.

You have an important job to do in all this. You all need to try your very best in lessons and talk to your teachers when you feel your lessons are too easy.