

Wellesbourne Community Primary School

Inspection report

Unique Reference Number	133329
Local Authority	Liverpool
Inspection number	341376
Inspection dates	4–5 November 2009
Reporting inspector	Brian Padgett HMI

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	311
Appropriate authority	The governing body
Chair	Mr Carl Gilbertson
Headteacher	Mrs Glenys Daniels
Date of previous school inspection	4 September 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, and held meetings with staff, the chair of governors, groups of pupils, parents and carers, and representatives of the local authority children's services. They observed the school's work; examined pupils' work and school documentation, including that related to children's safeguarding; and analysed 84 questionnaires returned from parents and carers.

- whether the improvement of standards seen in the 2009 end of Key Stage 2 national tests was being sustained
- whether the school was making good use of all the services available to it to remove barriers to pupils' learning
- how well the school provides for its most vulnerable pupils.

Information about the school

Wellesbourne Community Primary School is situated in the Norris Green district of Liverpool. It is larger than the average primary school. The area is socially and economically disadvantaged and just over half of the pupils have free school meals. Most pupils are of White British heritage, although there are a small and growing number of pupils from minority ethnic groups, approximately 5% of the school roll. The school has identified about one quarter of its pupils as having special educational needs and/or disabilities.

The school has achieved the Basic Skills Quality Mark, ActiveMark 2008 and an award for its work in the community. It has Healthy Schools status.

At the last full inspection in September 2008 the school was given a notice to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school provides a good education for its pupils. They make good progress in their learning. The school has a wonderful, welcoming ethos. Pupils are happy and feel very safe here. They know their teachers care greatly about their well-being and that all staff work hard for them. Pupils respect their teachers and respond to the outstanding level of care provided for them by behaving impeccably and developing excellent attitudes to learning. Parents and carers are very supportive of the school.

The improved quality of teaching since the last inspection has resulted in a significant rise in pupils' standards, especially in the basic skills of English and mathematics. From 2006 to 2008 pupils left the school with standards well below the average. In 2009 Year 6 pupils attained standards that are likely to be close to the average when comparisons are published. In English, they are likely to be above average as a result of much improved standards in writing. Predictions for the current Years 5 and 6 are for performance at or close to the national expectation, with all those pupils who are more capable reaching the highest level. Pupils who have special educational needs and/or disabilities, including the many who face social and emotional barriers to learning, receive an increased level of care and guidance. They make good progress in their learning, similar to that of other pupils.

The improvement in the school is due to a concerted effort by all staff and the governing body. Good links are established with the many and varied agencies and partnerships working in the area on behalf of children, young people and families. The school makes excellent use of these links. The drive and ambition of the headteacher, the improvement in the work of the governing body, and the development of the leadership at all levels, have contributed strongly to the school's improved performance. Leadership and management are good and the school has the secure capacity to continue to improve without the high level of support provided over the past year by the local authority. Leaders have an accurate knowledge of the strengths of the school and a keen awareness of what needs to be done to improve further. They recognise that after the intense recent focus on improving basic skills there is a need to develop the curriculum further. They also recognise that to guarantee the good progress of pupils, all teaching should be of the highest quality and that there is currently scope for improvement in the consistency of teaching.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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- Further improve pupils' learning by:
- raising the quality of all teaching to that of the best in the school
- developing and implementing a curriculum that best meets the needs of all the pupils.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school. This is true for lessons, for extra-curricular and enrichment activities, and for the extended services the school provides, such as the breakfast club and after-school clubs. They achieve well, both in their school work and in their personal development. Their spiritual, moral, social and cultural development is good.

Standards of pupils' work at the end of Key Stage 2 now meet the national expectations for 11-year-olds. This is a big improvement on standards at the time of the last inspection. Pupils leaving the school have the knowledge and skills to benefit fully from secondary education. Pupils generally make good progress in their lessons, so the more able pupils attain high standards for their age and pupils with special educational needs and/or disabilities make good progress in relation to their abilities and starting points. Progress is particularly good in the Nursery and in Years 5 and 6. There is little or no difference between the achievement of boys and girls or between children of different ethnic backgrounds.

Over their time in school, pupils grow into mature young people, keen to take on responsibilities. They have a good understanding of leading a healthy lifestyle and making healthy choices in the food they eat and the exercise they take. They learn about feelings and emotions and how to stay safe. In the exceptionally nurturing and positive ethos of the school, the outcomes of their learning include excellent behaviour, respect for adults and each other, and outstanding attitudes to work and to facing challenges.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is mostly good and teaching of outstanding quality was seen during the inspection. Better teaching and an improvement in the assessment of the progress pupils make are important factors in the improved standards. However, there remains inconsistency in the quality of teaching and this is an issue the school is keen to resolve. Teachers and teaching assistants have exceptionally good relationships with pupils and good humour is a feature of all lessons. Teachers plan work with interest and variety that matches the needs of pupils. They use the support of teaching assistants and helpers effectively during lessons. This is particularly relevant for pupils with special educational needs and/or disabilities and for pupils vulnerable to underachievement, for whom the teaching assistants provide crucial support.

The focus of pupils' work over the past year has been firmly on improving their basic skills in order to raise standards. The curriculum is broad and balanced and includes lessons to promote pupils' health and days devoted to special themes, such as an art day. These are popular with pupils. Lessons to promote personal development are particularly relevant to pupils' needs and are part of the strong provision for pastoral support. After the intense focus on literacy and numeracy in recent years, staff recognise there is a need to develop the curriculum further. Plans are in place to make lessons more meaningful and relevant for pupils and meet their learning needs even more closely.

The care, guidance and support for pupils are of outstanding quality. They are reflected in the commitment of all staff to pupils. A proportion of pupils experience troubled lives and for them the school is a haven. The willingness of staff to work together on behalf of pupils is illustrated very effectively in the work of the learning mentor, through her excellent work with children's and community services and with parents and carers. The school is part of a network of extended services and it makes extensive and good use of these to support pupils and families.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leaders and managers of the school have worked very effectively over the past year to rectify the weaknesses identified in the previous inspection. They have been successful. The morale of staff is good, with a strong enthusiasm to make the school even better. The headteacher has provided excellent drive and vision for improvement. In a very effective partnership with the local authority she has successfully built the capacity required to sustain improvement, principally through rigorous monitoring of the school's performance and action plans against the required outcomes for pupils. All levels of leadership and management have developed and improved. In particular, the governing body now provides good challenge for the school and is in a strong position to offer good oversight of the school's development in the future.

The school is highly regarded by parents and carers, and in the community, where it is a major player for community cohesion. Partnerships with the council's children's services and with voluntary and community organisations are excellent. Equal opportunities are promoted well and discrimination of any kind is not tolerated. The leadership ensures that all pupils are valued, regardless of background, and that the most vulnerable pupils receive outstanding levels of care. The school's arrangements for safeguarding pupils and for child protection fully meet the stringent requirements.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Early Years Foundation Stage

The Early Years Foundation Stage comprises a Nursery, where children attend part time, and two Reception classes. On the whole, children begin Nursery with levels of development below those of most children of their age, particularly in their communication and language skills, and in their social and emotional development. The Nursery provides an outstanding start to school life for the youngest children. The warmth of its welcome and the excellence of the provision enable young children to settle very quickly. They rapidly become happy, keen and confident learners and make excellent progress in their development, especially in their social development. The teacher and support staff are very effective in creating opportunities for children to learn through play, both indoors and outside, and these staff plan for and record children's progress well. Parents and carers are very appreciative of the good start their children receive and how they are encouraged as partners in their children's learning. In Reception, children continue to make good progress, to the extent that at the end of the Early Years Foundation Stage they are close to the levels of development and learning normally seen for children about to start Year 1. Overall, this represents good progress from their starting points. There has been significant development of practice in Reception over the past year in introducing the Early Years Foundation Stage. This has been led and managed outstandingly well by the Early Years Foundation Stage coordinator. However, there is more work to do to bring the quality of provision in Reception up to the quality of provision in the Nursery, for example in the way staff intervene to promote learning in activities that are chosen by children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

There was an extremely high degree of satisfaction among parents and carers who responded to the questionnaire, with 98% feeling that, overall, they were happy with their children's experience of school. This was the same percentage as those who felt that pupils were safe in school. The proportion of parents and carers who believed that their children were happy at school was only marginally less, at 96%. One or two parents and carers raised individual concerns that were discussed with the school. However, no common theme emerged in the returned questionnaires.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wellesbourne Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 84 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	64	27	32	0	0	0	0
The school keeps my child safe	61	73	21	25	1	1	0	0
The school informs me about my child's progress	49	58	30	36	4	5	0	0
My child is making enough progress at this school	46	55	36	43	1	1	0	0
The teaching is good at this school	55	65	27	32	2	2	0	0
The school helps me to support my child's learning	48	57	32	38	3	4	0	0
The school helps my child to have a healthy lifestyle	45	54	33	39	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	37	44	43	51	0	0	0	0
The school meets my child's particular needs	45	54	34	40	2	2	0	0
The school deals effectively with unacceptable behaviour	44	52	32	38	6	7	1	1
The school takes account of my suggestions and concerns	37	44	39	46	6	7	0	0
The school is led and managed effectively	49	58	30	36	2	2	0	0
Overall, I am happy with my child's experience at this school	56	67	26	31	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



06 November 2009

Dear Pupils

Inspection of Wellesbourne Community Primary School, Liverpool, L11 5BA

You may remember my recent visit to inspect the school along with two other inspectors, Mrs Ward and Mr Lacey. I am writing to you to tell you the main things we found out about your school and how well it helps you learn. First, on behalf of all three of us, I want to say thank you for making us so welcome at Wellesbourne. We enjoyed our visit very much.

The last time inspectors visited, in 2008, they felt the school was not helping you as much as it should. I am happy to tell you we no longer believe this to be true. In fact, we judge your school to be a good school, one that helps you do well in your school work. In addition, we believe you are growing up into fine young citizens of whom your parents and carers will be proud. By the time you leave Year 6, your standards of work are at the right level for you to make the most of opportunities at secondary school. Just as important, you enjoy hard work and have learned the right attitudes to succeed in life.

Mrs Daniels, the teachers and all the staff and governors have worked really hard to make such a positive difference to the school in the space of a year. They have done very well and we congratulate them. However, being dedicated teachers, they want to do even better. They want you to have the best possible start to your education. We agree with them that all the teaching you receive should be as good as the best you have now. Also, that now is a good time to look at the work you do in lessons to see if it can be made even more interesting and meaningful to you.

I am sure you will help them achieve these aims in every way you can.

Yours faithfully

Brian Padgett

Her Majesty's Inspector

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