

Whoberley Hall Primary School

Inspection report

Unique Reference Number	103674
Local Authority	Coventry
Inspection number	355425
Inspection dates	15–16 February 2011
Reporting inspector	Rashida Sharif HMI

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	The local authority
Chair	Chris Morris
Headteacher	Laura Crane
Date of previous school inspection	3 October 2007
School address	Overdale Road Coventry CV5 8AJ
Telephone number	024 7667 3452
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Email address	Headteacher@whoberleyhall.coventry.sch.uk

Registered childcare provision	3–12 Wise Wizards
Number of children on roll in the registered childcare provision	12
Date of last inspection of registered childcare provision	15–16 February 2011

Age group	3–11
Inspection date(s)	15–16 February 2011
Inspection number	355425

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 18 lessons and observed almost all the teachers, most on more than one occasion. Inspectors undertook a number of joint observations of lessons, the majority with the headteacher. Meetings were held with the headteacher, a range of staff including the manager for the Wise Wizards before- and after-school club, groups of pupils, members of the governing body and representatives from the local authority. Inspectors observed the school's work and looked at various documents, including the school's self-evaluation, information about pupils' progress, improvement plans, policies and procedures, teaching records, and health and safety information. An analysis was undertaken of 70 parental questionnaires, together with 50 questionnaires from pupils in Key Stage 2 and 20 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the teaching and learning in ensuring that pupils at all levels, including those with special educational needs and/or disabilities, those with English as an additional language, boys and those identified as gifted and talented make the progress they should in lessons and over time?
- How well does the curriculum meet the needs of all pupils regardless of their background, particularly boys at Key Stage 1?
- How effectively do leaders at all levels ensure greater rigour with monitoring and evaluation to sustain and bring about improvements?
- How effectively is the school responding to the variation of progress made by boys and girls, particularly in mathematics?

Information about the school

The school is located near Coventry city centre. The majority of the pupils are of White British background. There are nine different minority ethnic groups represented in the school. The number of those for whom English is an additional language is above the national average. The proportion of pupils known to be eligible for free school meals are just below average. The number of pupils with special educational needs and/or disabilities is above the national average, although the proportion with a statement of special educational needs is well below average. The school also operates a daily breakfast club and a before- and after-school club called the Wise Wizards, managed by the school's governing body. The school has a relatively new team of staff, including the headteacher who was appointed in January 2011. The school holds a national Healthy Schools status award.

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?

3

The school's capacity for sustained improvement

3

Main findings

Whoberley Hall Primary School provides a satisfactory quality of education for its pupils. The newly appointed headteacher is strongly supported by the newly formed governing body. She works closely with her newly appointed middle leaders to provide strong leadership that has successfully created a calm and purposeful working atmosphere. According to one parent, 'There is a very good attitude to school from children and parents. The new headteacher has brought stability and already has done so much in a very short time.' The leadership team and members of the governing body have an accurate picture of the school's strengths and areas for further improvement. Consequently, the school has a satisfactory capacity to improve. Pupils overwhelmingly say that they feel safe and well looked after. Their views are supported strongly by parents and staff who say that they are proud to be members of the school community. Pupils enjoy their learning and demonstrate good behaviour in lessons and around the school. They thrive when they are given the opportunity to take responsibility and make choices, for example as head boy and girl, prefects and members of the school council. They have good knowledge of the importance of being healthy, as demonstrated by their Healthy Schools award and their regular attendance at after-school clubs which include many sports activities. Their spiritual, moral, social and cultural development is satisfactory. Pupils display sound knowledge of religious and cultural differences in society although national links with different types of schools are underdeveloped.

Children join the Nursery with lower than expected skills for their age. They make good progress and most reach their early learning goals by the end of the Reception year. Pupils' progress dips in Key Stage 1, particularly that of boys in mathematics. Pupils' progress accelerates in Key Stage 2 and most make up lost ground, attaining in line with the national averages in English and mathematics by the time they leave at the end of Year 6. Pupils with special educational needs and/or disabilities and those with English as an additional language make satisfactory progress. Progress is satisfactory because of the satisfactory quality of teaching, though some good teaching was observed. Good lessons are characterised by teachers' good subject knowledge and good relationships between staff and pupils. Where teaching is less successful, lessons are not sufficiently planned to meet the needs of different groups, particularly those with special education needs and/or disabilities and those with English as an additional language. Teachers do not give pupils sufficient opportunity to take responsibility for their own learning. Marking, though regular, does not consistently inform pupils how well they are doing and what they need to do to further improve their work.

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Staff look after pupils well, especially the vulnerable, and have good links with outside agencies. The curriculum, although satisfactory, is supplemented with a good range of extra-curricular activities, including pupils experiencing learning different languages such as Urdu, Spanish and French.

The headteacher has quickly gained the trust of the recently formed middle leadership team who are united in their ambition to drive the school forward. However, there are inconsistencies in how well their roles have been developed, especially in the monitoring of teaching and learning and the progress made by pupils. Although there is a wealth of data for the performance of individual pupils, it is not consistently used by teachers to plan and adapt lessons to meet the needs of individual pupils, particularly those of middle ability range.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' overall attainment, particularly in mathematics, by:
 - improving the performance of boys, especially in Key Stage 1
 - improving the performance of pupils with special education needs and/or disabilities and those with English as an additional language.
- Improve the quality of teaching to consistently good or better by further strengthening the consistency with which teachers use assessment information to plan and adapt lessons to meet the needs of individual pupils, particularly the middle ability group.
- Improve the monitoring role of the middle leadership team to evaluate provision better and enable them to take action to bring about school improvement.

Outcomes for individuals and groups of pupils

3

Pupils start school with skills and experiences below those expected for their age. Progress throughout the Early Years Foundation Stage is good and attainment is broadly average by the start of Key Stage 1. Progress within Key Stage 1 is satisfactory in literacy but the performance of boys dips in mathematics due in part to lack of specialist knowledge. Pupils' progress picks up in Key Stage 2 because effective support is given to help them consolidate their learning in Years 5 and 6. By the end of Year 6 there is no significant difference between the performance of boys and girls in mathematics. This is an improving picture from previous years where progress was hindered due in part to problems in recruitment and retention of teachers and changes in management. There is now a full complement of specialist

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staff and school's data indicate that pupils are making better progress than in previous years. This is further supported by good progress seen in some lessons during inspection. Pupils for whom English is an additional language make satisfactory progress as do the higher-than-average number of pupils with special education needs and/or disabilities because their needs are not identified quickly enough due to lack of specialist staff. Higher-attaining pupils make satisfactory progress overall because the boys are not sufficiently challenged. The school recognises that the needs of the middle ability group are not always fully met and they make slower progress; it has plans in place to respond more effectively to their needs.

Pupils say they feel safe and enjoy school and this is endorsed by their parents. Pupils' attendance and punctuality are satisfactory; the school is working closely with a range of agencies to improve both the attendance and punctuality of a small number of pupils. Pupils of all ages and backgrounds mix well together and are sociable and friendly. They say instances of bullying are rare and are confident that, if any were to occur, adults would respond promptly and effectively. Pupils behave well in lessons and around the school. They show respect for each other, the staff and any visitors to the school. Pupils value their school community and accept a range of responsibilities enthusiastically. Pupils, including those in the Early Years Foundation Stage who enjoy their daily fruit, know what constitutes a healthy diet although some admit to not always eating healthily. Pupils are excited about their recent involvement in the 'Food Dudes' behaviour change programme about healthy lifestyles. This is supported by the pupils taking advantage of the extensive sporting and other activities provided by the school as part of its extra-curricular programme. Pupils develop satisfactory team and group work skills in class as well as through a range of enterprise initiatives involving fundraising for the school and a range of charities. Pupils' use of basic skills in literacy, numeracy and information and communication technology across the curriculum are satisfactory. Pupils are able to make reasoned judgments and they know the difference between right and wrong. While they enjoy a range of social and cultural activities, the school is aware that pupils' spiritual development is currently underdeveloped.

These are the grades for pupils' outcomes

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

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

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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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teaching at Whoberley is securely satisfactory. In the better lessons, teaching is lively and inspires pupils to try hard, enabling them to make good progress. Effective use is made of time so that pupils acquire a sense of urgency about completing their work. For example, in a good Key Stage 1 numeracy lesson, pupils got very excited when they were able to quickly move from a two-digit number to three- and four-digit numbers. This increased their enjoyment and sense of achievement and provided an opportunity to practise numbers beyond those expected of them. In less-effective lessons, not all pupils are fully engaged in their learning because teachers' questioning is not targeted to specific individual or groups, particularly the middle ability group. In addition, some teachers have a tendency to set the same tasks for all pupils regardless of their ability. This, combined with limited opportunities for pupils to work in pairs or groups, results in mostly satisfactory progress. In these lessons pupils are generally passive, but occasionally their behaviour deteriorates and spills over into restlessness and fidgeting because they are expected to listen to the teacher talk for too long.

The school is beginning to evaluate the current curriculum provision to ensure that the different needs of a growing number of pupils with special educational needs and/or disabilities and those with English as additional needs are fully met. The strength in the curriculum lies in the provision of extra-curricular activities enjoyed by a large number of pupils, including the breakfast club, visits to the local places of worship, theatre visits and visitors to school.

The school provides some good elements of care, which are acknowledged by parents and carers. However, the systems to ensure pupils transfer smoothly from the Reception into Key Stage 1 and then into Key Stage 2 are underdeveloped. Consequently, pupils do not continue with the good progress they make by the end of Reception. Although the school is working hard to improve pupils' attendance and punctuality, not all parents support the school's efforts; as a result, some pupils miss vital lessons because of holidays during term time. Some of the recent strategies to improve pupil's punctuality, based on rewards and sanctions, are beginning to have an impact. The school has good links with outside agencies to help support its most vulnerable pupils and their families. The responses to the pupils' and parental questionnaires were positive on this point.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has quickly gained the trust of teachers, pupils, governors and parents and carers. She has identified the key priorities for the school and has already succeeded in the first of these by developing a positive ethos throughout the school. She is well supported by a dedicated team of middle leaders who are rapidly developing new skills and confidence under her guidance. The impact of middle leaders to date has been mixed as they are relatively new. However, their accurate school self-evaluation shows that they have a clear understanding of strengths and areas for further development. The cohesive and supportive leadership team have put into place strategies which are beginning to have an impact on raising standards. The school improvement plan has appropriate targets and actions, but needs to be sharper in terms of timescales and monitoring impact. Recently established rigorous monitoring and advice, coupled with consistently high expectations about implementing the school's new policies on learning, is beginning to have success in lifting the quality of teaching and learning. Similarly the school's recently established systems for evaluating assessment data have ensured that it is well placed to promote equality and eliminate discrimination by identifying individuals in groups who perform less well.

The newly formed governing body is beginning to act strategically and has identified what it needs to do to further improve. Partnerships with parents and carers are good, as confirmed by the overwhelming positive responses in support of the school and the recent developments. The effectiveness of partnerships in promoting learning and well-being is satisfactory, as are the school's arrangements for safeguarding. All requirements are in place and safe recruitment procedures are followed by designated members of the team. Members of the governing body are not fully up to date with school's arrangements for safeguarding and lines of communication between key staff and governor are not clear enough.

The school's promotion of community cohesion is satisfactory. At a local level the school has developed good links with partner schools good but its national and international links are underdeveloped.

These are the grades for leadership and management

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

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Nursery and Reception get off to a good start and make good progress from generally low starting points. The children’s personal development and their social skills are good, which contributes to their good progress. All the children work and play harmoniously. Staff get to know the children and parents well before they start in the Nursery and, consequently, children settle quickly and enjoy their learning. Reception staff analyse and assess the individual needs of the children across all the expected areas of learning. Where assessment highlights potential weaknesses, as with aspects of literacy and numeracy, these are targeted effectively. In one lesson for example, there was a good focus on speaking, listening and counting where adults and the children were involved in rhyme-time activities through ‘What’s in the bag for us today?’ Children took turns to take objects out of a bag and then hammer songs linked to counting.

Leadership and management of the Early Years Foundation Stage are good. Assessment, recording and reporting of children’s progress are detailed and provide a good overview of their development. The early introduction of strategies to link sounds and letters help children to develop the skills they need to read and write. Teaching is good and all the adults develop their knowledge and understanding of a range of teaching strategies to meet the different learning needs of children. The curriculum is well planned, with a good balance between activities directed by the staff and those children choose for themselves. The outdoor facilities are well used to enhance children’s learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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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

Taking into account:	2
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	2

Views of parents and carers

A very large majority of parents and carers who returned the inspection questionnaire agreed with all 13 statements in the survey. All who responded are happy with their children’s experience at the Whoberley Hall and in agreement that the school keeps their children safe and meets their needs. One parent, who summed up the views of many others, said: ‘The school had a lot of changes over this past year, but for the better. It is a great school with great staff, my child enjoys going to school.’ Inspection evidence confirms parents’ and carers’ positive views of the school. The few concerns that were raised related to individual matters rather than whole-school issues. Her Majesty’s Inspector discussed some of these with the headteacher and governors, while preserving anonymity and the school intends to respond to these issues.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whoberley Hall 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	64	23	33	1	1	1	1
The school keeps my child safe	48	69	21	30	0	0	1	1
The school informs me about my child’s progress	37	53	31	44	1	1	1	1
My child is making enough progress at this school	41	59	26	37	2	3	1	1
The teaching is good at this school	44	63	23	33	1	1	2	3
The school helps me to support my child’s learning	41	59	24	34	4	6	1	1
The school helps my child to have a healthy lifestyle	36	51	30	43	3	4	1	1
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)	29	41	35	50	1	1	1	1
The school meets my child’s particular needs	37	53	25	36	5	7	1	1
The school deals effectively with unacceptable behaviour	37	53	29	41	2	3	2	3
The school takes account of my suggestions and concerns	34	49	26	37	2	3	1	1
The school is led and managed effectively	35	50	26	37	1	1	1	1
Overall, I am happy with my child’s experience at this school	46	66	21	30	1	1	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	36	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



17 February 2011

Dear Pupils

Inspection of Whoberley Hall Primary School, Coventry, CV5 8AJ

Thank you very much for welcoming us into your school and showing us your work. We very much enjoyed our visit and would like to share with you what we found. We were very pleased to see that you are becoming responsible young citizens who are aware of the importance of respecting each other. Your behaviour is good and you have a good understanding of why it is important to eat healthily and to take regular exercise. The school has good relationships with your parents and regularly seeks their views.

Whoberley Hall is a satisfactory school. The headteacher and the governors recognise that there is still a considerable amount to be done to raise standards further. We have suggested a number of key areas for you all to concentrate on.

- Raise your overall attainment, particularly in mathematics, by improving the performance of boys in Key Stage 1. We have also asked the school to help pupils with special education needs and/or disabilities and those with English as an additional language to do even better.
- Improve the quality of teaching so that it is consistently good or better. This the school can do by making sure that all the teachers use assessment information to plan and adapt lessons to meet your needs fully.
- Ensure that you make the best possible progress by regularly checking up on the quality of teaching and learning in the school.

Overall attendance at Whoberley is satisfactory. We think that doing well in school is important for your future. You and your parents can help by doing all you can to make sure that you miss school only when it is absolutely necessary and to be punctual.

We wish you the very best for the future.

Yours sincerely

Rashida Sharif
Her Majesty's Inspector

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