

# Wembrook Primary School

## Inspection report

---

<b>Unique Reference Number</b>	130889
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	315648
<b>Inspection dates</b>	11–12 June 2008
<b>Reporting inspector</b>	Peter Clifton

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	599
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Evans
<b>Headteacher</b>	Simon Pearson
<b>Date of previous school inspection</b>	23 February 2004
<b>School address</b>	Avenue Road Nuneaton CV11 4LU
<b>Telephone number</b>	02476 382961
<b>Fax number</b>	02476 356317

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 June 2008
<b>Inspection number</b>	315648

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a much larger than average primary school. Most pupils are of White British heritage with a minority coming from other ethnic origins. The proportion of pupils with learning difficulties and/or disabilities is above average. The majority of these have literacy difficulties. The proportion of pupils known to be eligible for free school meals is above average. A new leadership team is in place, with the headteacher having been at the school for nearly two years. The school has been successful in gaining the Healthy Schools Award, Basic Skills Award, Design and Technology Mark and Investors in People.

## 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. It is improving strongly because of the inspirational leadership of the headteacher, who is supported well by other senior leaders. Pupils' behaviour is outstanding and they have very positive attitudes to learning. Their attendance is satisfactory. Leaders have created a rich learning environment and an extremely positive learning ethos through the sensitive way they deal with the children. Children get off to a good start in the Foundation Stage and make particularly strong gains in their personal and social development. Throughout the school, achievement is good and standards are average. Historically, standards have not been high enough. However, well-chosen, and carefully planned actions are raising standards steadily. Self-evaluation is good and leaders have rightly identified the need to increase the proportions of pupils working at the higher levels in writing as a key area for improvement. Although action taken through developing the curriculum for writing has already led to strong improvement, there is more to do to raise standards further. The school is well placed to improve.

Parents' comments are very largely positive and many recognise the excellent work of the headteacher and value the friendly and approachable staff. Many rightly comment that their children feel very safe and secure because of the very strong care and support provided. Typical comments that summed the school up well were, 'The staff are very caring and supportive, they listen and are extremely helpful. The school environment is wonderfully inspiring for the children and parents, and is constantly improving.' Pupils also are very complimentary and say, 'Teachers make learning fun.' They say they enjoy lessons and like the changes being made. One pupil commented, 'Teachers use praise well and give me confidence.' They really enjoy art, design and technology and the many trips.

The headteacher has developed a strong team of staff who are excellent role models. Relationships across the school are very positive. Teachers create a calm and purposeful atmosphere for learning in all classes and the pupils work confidently on their own or in small groups. Teachers' good attention to key words is helping the pupils to build their vocabulary well. Pupils have a good knowledge of targets that have been set. However, the identification of the next steps for learning by pupils assessing their own work is under developed.

Pupils make good progress in developing basic skills in literacy and numeracy and are well prepared for the future. They take their responsibilities seriously and are proud of their school. They express their views with considerable confidence. Large numbers of pupils join in with the many extra-curricular activities. The school is a healthy community; pupils have a good awareness of the benefits of a healthy diet, drink water regularly and many take up the additional sporting activities.

## Effectiveness of the Foundation Stage

### Grade: 2

In most areas of learning, children's skills and abilities are below those expected for their age on entry to the school. However, their communication and literacy skills are well below those expected. Children make good progress during their time in Nursery and Reception and standards on entry to Year 1 are broadly average. The Foundation Stage leader sets clear direction for improvement. There is a strong focus on the children's social and personal development and as a result, they quickly gain in confidence. The teaching team provide a rewarding and enjoyable experience in which the children can explore, discover and consolidate skills. Adults encourage

independence and create clear boundaries in which the children are able to learn. Children's behaviour is good and they work and play cooperatively with each other, taking responsibility for their own learning within well-structured free-flow activities. Effective use of the outdoor learning environment extends children's use of vocabulary; for example, children in the Nursery were investigating properties of solid shapes and using the correct vocabulary to name them.

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

- Raise standards in writing by increasing the proportion of pupils working at the higher levels.
- Increase the involvement of pupils in setting themselves targets for improvement so that they have a clearer idea about the next steps for learning

## **Achievement and standards**

### **Grade: 2**

The school's tracking shows that most pupils make good progress. Children enter the Nursery with skills and abilities that are below those expected for their age. In 2007, Year 2 standards in reading, writing and mathematics were below average, mainly because too few pupils reached the higher Level 3. In the most recent assessments, Year 2 pupils reached average standards in reading, writing and mathematics. Leaders have worked successfully to increase the numbers of pupils reaching the higher levels, although more work still needs to be done in writing. Year 6 results in 2007 show that standards were average overall and much better than those in 2006. Standards in English, mathematics and science were average. The current Year 6 pupils are on track to meet challenging targets and reach similar standards to those in 2007. These pupils have made good progress from their starting points in Year 3. Those pupils with literacy difficulties are making good progress because of the effective guidance and support provided.

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

### **Grade: 2**

Pupils demonstrate very sensible attitudes to their work. Outstanding behaviour in lessons is helping the pupils to learn well. In the playground, behaviour is good, with pupils showing a good awareness of each other's safety. Around the school, they are very polite and courteous. They listen respectfully in assemblies and speak confidently about their work. The pupils carry out a range of responsibilities such as contributing to the school council, supporting the running of the school office and diligently carrying out a range of jobs around school. Attendance is adversely affected by pupils being taken on holiday in term time.

Pupils say they feel very secure in school and they are proud of their school and their contribution to the school's development. They feel that bullying is not an issue and are very confident in the support of the staff should any problems arise. Pupils have a good understanding of how to live healthy lives, and they benefit from the varied range of opportunities provided by the school for exercise. Their understanding of the multicultural society is growing due to a good range of visits and lessons offered. Assemblies are used effectively to help the pupils to consider, for example, selfish and considerate behaviour. Pupils respond well to prayer and reflect on the messages given. The school newspaper, which is run by the pupils, provides much interesting information. Pupils are well prepared for their later education because they are making good gains in literacy, information and communication technology and mathematics.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers promote strong relationships and manage the pupils very effectively. They rarely need to intervene to gain the attention of the pupils and this is a good indication of how happy and settled pupils are in class. There are good opportunities to learn in different ways with many practical approaches. Attention to key words is good. For example, Reception children are growing in confidence in using different words to describe subtraction. Lessons are planned well to meet the needs of different pupils. However, on a few occasions, the work given is not sufficiently challenging. When this happens, the pace of learning slows. A good feature of lessons is the way in which the pupils cooperate, such as when they discuss what they know and understand with each other. They do this confidently. Good independence in learning starts well in Nursery and is built on effectively through the rest of the school. Older pupils show very mature attitudes to their learning. Teaching assistants make a valuable contribution in helping pupils with literacy needs.

### Curriculum and other activities

#### Grade: 2

The school's rich and varied curriculum ensures that most pupils enjoy their education. It promotes the personal development of pupils exceptionally well and this is reflected in their behaviour and the high regard they have for each other. Design and technology, art and science are particular strengths. The school is taking effective steps to improve the curriculum to help pupils improve their writing skills.

Displays and the many artefacts around the school, such as the dragonfly mural, and sculpture help the pupils to celebrate their work and appreciate beauty. Pupils are given good opportunities to stay healthy through healthy eating programmes, canteen provision and physical activities. Opportunities for pupils to take part in clubs and other enrichment activities are varied and extensive and have a good take-up. French is offered in Years 5 and 6 and provision is enhanced by a visit to France for pupils.

### Care, guidance and support

#### Grade: 2

The very strong care and support provided underpins pupils' exemplary behaviour. The school has created an environment where students feel very safe and there are robust procedures that meet statutory safeguarding requirements. The school is taking firm steps to improve attendance; for example, through awards and checking up quickly on absence. Leaders track the progress of vulnerable pupils very carefully. Good checks are in place to ensure that pupils are safe using the internet. Staff use discussion time well to dispel worries and develop confidence in the pupils.

Marking provides good guidance to help pupils onto the next stages of learning and by identifying ways in which the work can be improved. Pupils have class-based and some individual targets which they know. However, there is insufficient information available to pupils to enable them to set their own targets for improvement.

## Leadership and management

### Grade: 2

There is a common sense of purpose with the staff working coherently as a team. This is exemplified by the school motto, 'Believe and Achieve', supported by staff, parents and pupils alike. The headteacher is inspirational within the school and is rightly highly thought of by staff, parents and pupils. Action taken by the new leadership team has already improved standards. Leaders set challenging targets for the Year 6 pupils in 2007 which were exceeded. However, they are keenly aware that there are still insufficient pupils reaching higher levels in writing, particularly by the end of Year 2. Managers have a good understanding of the school's strengths and weaknesses through effective self-evaluation and monitor the teaching well. This work is resulting in higher standards. Managers take into account the views of parents and pupils. For example, parents now attend special mention assemblies at their request. The governing body is very supportive. They know the strengths and weaknesses of the school, are enthusiastic and committed and challenge the headteacher on many issues.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### 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	3
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	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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

12 June 2008

Dear Pupils Inspection of Wembrook Primary School, Nuneaton, Warwickshire, CV11 4LU

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school gives you good care and support and a good education. The curriculum and teaching are good and you are making good progress and achieving well. Leadership of your school is good. We were highly impressed by your outstanding behaviour.

What we most liked about your school.

- Your headteacher is an inspirational leader, and is helping the school to improve well.
- You enjoy school a lot and have very positive attitudes to learning.
- You make a good start in the Foundation Stage.
- There is a rich curriculum provided, especially trips and visits, art, and design and technology.
- There are very strong links with your parents or carers.
- The school ensures you are very safe and secure.
- Teachers ensure you have many opportunities to learn in different ways.
- Staff and governors work well together and know what needs to be improved.

We have asked your headteacher and others to do these things.

- Help you improve your writing so that more of you reach the higher levels.
- Involve you more in evaluating your own learning so that they have a clearer idea about how to improve.

With your hard work and help, we think that your school will continue to improve.

Yours faithfully

Peter Clifton Lead inspector

12 June 2008

Dear Pupils

**Inspection of Wembrook Primary School, Nuneaton,  
Warwickshire, CV11 4LU**

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking to you and were very impressed with your friendliness and confidence. The valuable information you gave us was a great help. We think your school gives you good care and support and a good education. The curriculum and teaching are good and you are making good progress and achieving well. Leadership of your school is good. We were highly impressed by your outstanding behaviour.

What we most liked about your school.

- Your headteacher is an inspirational leader, and is helping the school to improve well.
- You enjoy school a lot and have very positive attitudes to learning.
- You make a good start in the Foundation Stage.
- There is a rich curriculum provided, especially trips and visits, art, and design and technology.
- There are very strong links with your parents or carers.
- The school ensures you are very safe and secure.
- Teachers ensure you have many opportunities to learn in different ways.
- Staff and governors work well together and know what needs to be improved.

We have asked your headteacher and others to do these things.

- Help you improve your writing so that more of you reach the higher levels.
- Involve you more in evaluating your own learning so that they have a clearer idea about how to improve.

With your hard work and help, we think that your school will continue to improve.

Yours faithfully

Peter Clifton  
Lead inspector