

Outwoods Primary School

Inspection report

Unique reference number	136061
Local authority	Warwickshire
Inspection number	382017
Inspection dates	5–6 March 2012
Lead inspector	David Speakman

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	353
Appropriate authority	The governing body
Chair	Cliff Bursnell
Headteacher	Beverley Dandy
Date of previous school inspection	N/A
School address	Southlands Atherstone CV9 1EH
Telephone number	01827 712372
Fax number	01827 712372
Email address	head2083@we-learn.com

Age group	3–11
Inspection date(s)	5–6 March 2012
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M1 2WD

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Introduction

Inspection team

David Speakman

Additional inspector

Linda Rowley

Additional inspector

Roisin Chambers

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 16 lessons taught by 15 teachers, spending 13 hours directly observing pupils' learning in class. All inspectors observed some lessons jointly with the headteacher and the deputy headteacher. They heard pupils read and scrutinised their writing in workbooks and on display. Meetings were held with members of the governing body, staff and pupils. Inspectors scrutinised the school's arrangements for safeguarding pupils. They took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation including improvement plans and self-evaluation, as well as assessment data for monitoring pupils' progress. Questionnaire responses from 56 parents and carers, 81 pupils in Key Stage 2 and 26 members of staff were analysed.

Information about the school

Outwoods Primary School is larger than the average primary school. It is a new school, opened in September 2010 as a result of amalgamating Arden Hill Infant School and Nursery and Oakfield Junior School. The proportion of pupils known to be eligible for free school meals is average. The very large majority of pupils are White British with a few from a range of minority ethnic backgrounds. Very few speak English as an additional language and almost none are at early stages of learning English. The proportion of disabled pupils or those who have special educational needs is broadly average, but a larger than usual number has a statement of special educational needs. The school meets the current floor standard set by the government, which determines the minimum expectations for attainment and progress. The school hosts a specially resourced provision for pupils with special educational needs. This is a cluster trial project, which was set up to support pupils whose behaviour puts them at risk of exclusion. The local authority provides some funding and staffing for it. The provision supports nine primary-aged pupils from five schools. It was included in this inspection, as was the school's breakfast club.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is effective in meeting the needs of the whole range of pupils' attainment, and standards are rising. The school is not yet outstanding because pupils make good, rather than excellent, progress and a strong track record over time has not yet been established.
- Pupils achieve well across all key stages. From low starting points on entry, pupils reach standards that are broadly average by the end of Year 6. Standards are rising, but attainment in writing at the end of the Reception year falls behind that in other areas of learning. Although improving, attainment at the end of Year 2 in reading and writing has been below the national average.
- Pupils behave well in lessons and around the school. Outstanding behaviour was observed in lessons that were challenging and engaged pupils' interest and enthusiasm. Not all pupils show good learning behaviour. A small minority are not yet resilient enough to remain on task when the pace slows or when they are not under the direct supervision of an adult. Pupils are kept safe while in school. They gain a good understanding of how to keep safe and confidently approach adults for help.
- The quality of teaching is good but with some variation. The large majority is good or outstanding, with a small minority that is satisfactory and occasionally inadequate. Teachers mostly make learning interesting and engage pupils' interest, but do not always provide enough challenge for pupils or opportunities to develop independent learning skills.
- The headteacher provides well-focused leadership, clearly demonstrating high expectations of teachers and pupils alike in her management of their performance. Working effectively with an experienced and knowledgeable leadership team, she has successfully brought together two contrasting schools into a single effective unit.

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What does the school need to do to improve further?

- Make sure that standards in pupils' work continue to rise so that attainment is above the national average at the end of Year 6 by:
 - improving the quality in writing at the end of the Reception year
 - raising attainment at the end of Key Stage 1 in reading and writing
 - ensuring that the improvement seen in pupils' progress at Key Stage 2 continues.

- Ensure that the quality of teaching is consistently good or better by:
 - raising the expectations of what pupils can do where they are currently not matched well enough to their capability
 - making sure that planned learning opportunities are stimulating and challenging enough to keep pupils on task
 - increasing the pace of lessons where it is too slow, so that pupils learn more quickly.

- Improve pupils' learning behaviour by :
 - making sure all pupils show resilience and initiative when working without the direct supervision of an adult
 - providing pupils with consistent opportunities to make decisions and follow trails of interest in their learning.

Main report

Achievement of pupils

Children join the Nursery with attainment well below that typical for their age. They make good progress and by the end of the Reception Year, attainment is below average. Attainment in personal, social and emotional development, knowledge and understanding of the world and physical development compare well with the national average. Mathematical and creative development and communication, language and literacy skills remain below average, especially writing, which is well below. Children become independent in making choices and confident in leading their own learning. They enjoy learning, for example when a small group dressed up and engaged in dancing to music from India as part of the school's 'diversity' week.

Pupils make good progress in Key Stage 1. Attainment is improving and pupils are now working at levels close to their age-related expectations. This is an improvement on attainment last year, which was below average in reading and writing. Pupils continue to achieve well through Key Stage 2. Although still broadly average, standards are improving and are set to be at the high end of the average band by the end of this academic year. The gap between the lowest-attaining pupils and the national average is closing. Throughout the school, disabled pupils and those with special educational needs make good progress. The provision of extra help through a wide range of support programmes is prompt and effective. Support is well-targeted

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and focused on individual needs so many pupils quickly develop the knowledge and confidence to work comfortably alongside other pupils. Those supported through the integrated support group make good progress. They continue to improve their literacy and communication skills as well as learning to manage their own behaviour.

The school is starting to promote reading as an enjoyable activity. Attainment in reading in Years 2 and 6 is improving and is currently average. Pupils enjoy reading and independent readers wisely choose books from the good selection available. They talk with enthusiasm about stories they have read. Younger pupils read satisfactorily, have adequate comprehension and are able to talk about their reading likes and dislikes.

Pupils enjoy learning, working well in small groups, discussing and collaborating. Pupils in Year 3 were fired with enthusiasm at their 'Oscar presentation' where they evaluated their Viking films. Through this engaging activity, pupils were very successful in preparing well-structured presentations. In mathematics, Year 6 keenly investigated which staff member had 'stolen' the house cup, using evidence provided. Pupils rose to this stimulating challenge to develop strategies to organise information and use it to solve problems.

Most parents and carers responding to the inspection questionnaire say their children are making good progress. Inspectors found this view to be accurate.

Quality of teaching

All parents and carers who responded to the inspection questionnaire agreed that their children are taught well. Most pupils think that teaching is good. These views match with inspection outcomes. Pupils are active learners in most lessons; planned activities are designed to challenge their thinking and develop reasoning skills, particularly among the older pupils. In Year 5 mathematics, pupils were challenged to analyse their findings on the commercial use of buildings in Stratford, using their own information gathered on a recent visit. The teacher skilfully asked leading questions to encourage pupils to think carefully and assess the information without giving away any possible solutions. In Year 6 English, pupils were given the independence to write their own play scripts, given the first few statements of a play. The teacher carefully explained the importance of including stage directions and once she was satisfied that all pupils understood the task, they worked in groups and acted out their scripts.

In the very occasional, less effective lessons, pupils become disengaged; they come off task because they have either completed the work beforehand or are not fully aware of what they are expected to do and learn. Teachers do not plan for independent learning and because pupils are not sufficiently motivated, they lose concentration.

The majority of teachers use a range of techniques to interest and involve pupils. They promote pupils' spiritual, moral social and cultural development well in lessons,

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for example by encouraging discussion, reflection, promoting enquiry and a study of art and literature from a range of contrasting cultures. In the Early Years Foundation Stage, an excellent range of tasks and resources helped children in their work related to 'Jack and the Beanstalk'. They were fascinated to plant their own seeds. Even when working independently of adults, they remained motivated and on task. They became fascinated by growing plants. During this activity, the teacher was very careful to use opportunities to develop children's communication and personal skills.

A number of common strengths have developed under the robust monitoring of the headteacher and deputy headteacher. Teachers mostly use assessment information well to plan tasks that match pupils' prior attainment. They have high expectations of pupils, although they do not always provide enough challenge. Pupils' work is marked in a helpful way, with comments on how it could be improved. Teaching assistants are skilled in the provision of support for those at risk of falling behind, or who need extra support with their work. In lessons, they support teachers well in making sure that pupils are fully engaged in learning and are on track to meet their individual or group targets

Behaviour and safety of pupils

Pupils behave well. A small but significant number of pupils and their parents and carers expressed concern about behaviour in lessons. Inspectors looked at this carefully and found no evidence of major disruption to lessons. In less interesting lessons, a few pupils become disengaged. School records confirm that behaviour is improving and that there are only a few incidents of repeated misbehaviour. Incidents of bullying or racial harassment are rare, and are dealt with quickly and effectively should they occur. The school confirms that behaviour has improved through the consistent application of the behaviour management arrangements, which are clearly understood by all. Pupils are considerate and cooperate well in lessons where they are kept busy. In group work, they are respectful of others' views and listen to each other. Older pupils are pleased with the amalgamation of the two schools. They said that having Key Stage 1 pupils in the school has made them 'more responsible, caring and protective'. They enjoy the responsibility of buddying and partner reading with younger pupils. The integrated support group is quite new but early indications are that it is successful in supporting pupils in improving their behaviour. Since joining the group, no pupils have been excluded, the attendance of the majority has improved and one pupil has been successfully reintegrated into mainstream education.

Pupils feel safe in school and the overwhelming majority of questionnaire responses confirm that parents and carers are confident of their children's safety. Pupils with a concern turn confidently to an adult for support. Good levels of pastoral support ensure that there is sensitive support for pupils whose circumstances make them potentially vulnerable. Attendance has improved and is now average.

Leadership and management

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In the short time since the school opened, the headteacher has successfully led the merger, so that now the staff operate as a united group providing a continuous education for infant and junior pupils. Questionnaires show the staff are unanimous in their support of her work. One parent, reflecting the views of many others, wrote: 'Since Mrs Dandy has been headteacher, the school has progressed greatly!'

Highly focused leadership by senior leaders has brought about sustained development in key areas of the school's work. Standards are rising, pupils' progress is improving, and teaching has improved. The senior leadership team monitors very carefully the progress of each pupil and, through regular reviews, holds teachers accountable for the progress of their pupils so that all groups make equal progress and have the same opportunities to learn. Additionally, robust monitoring of teaching and effective follow up of identified areas for improvement have increased the proportion of good and outstanding teaching. The school demonstrates a good capacity to improve.

Even though this is a relatively new governing body, its members provide good levels of challenge and support. They are experienced and well qualified, and have close links with the school so that they know it well. They ensure that regulatory requirements for safeguarding and protecting pupils are secure. The integrated support group is managed well. Staff provide a safe learning environment that motivates self-confidence and raises self-esteem. The curriculum reflects the National Curriculum and is carefully tailored to the needs of these pupils.

The new curriculum provides pupils with rich opportunities to develop their communication, language, literacy and numeracy skills by applying them in meaningful contexts, while ensuring opportunities for pupils to develop good creative and physical skills. The topic-based approach, combined with the strong personal development programme, is effective in promoting pupils' spiritual, moral, social and cultural development. The school operates as a cohesive community, based on understanding and respecting others, regardless of background or ability.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



7 March 2012

Dear Pupils

Inspection of Outwoods Primary School, Atherstone, CV9 1EH

Thank you for making us welcome when we visited your school recently. We found you to be friendly, polite and very easy to talk to. You are very proud of your new school and this is shown in the way you all get on well together. We really enjoyed visiting your classrooms to watch you learn. We were particularly impressed by the way in which you enthusiastically joined in interesting opportunities to learn new skills. We enjoyed listening to some of you read and finding out how much you enjoy reading.

Even though Outwoods Primary is a new school, it is already a good school that is improving steadily. You told us that you enjoy school and learning and this was also clear from your questionnaires, which were very positive. Your parents and carers told us that you are happy and feel safe. Your behaviour is good and sometimes excellent and you have very positive attitudes that help you in your learning. Some of you were worried about behaviour, but we found nothing to cause us concern. Most teachers make lessons interesting for you and we noticed how well you use your basic skills to help you learn in a number of different subjects.

We have asked your headteacher and staff to take some action to make sure that improvements continue. We have asked them to:

- help children in the Nursery and the Reception years to improve their writing and to improve reading and writing at the end of Year 2
- make sure that all lessons are at least good by closely matching work to what you need to learn next, and by making some lessons move faster so that you learn more quickly
- help you to develop better behaviour for learning so that you learn how to stay on task, even when you are expected to work without the input of an adult.

We wish you all well for your futures – just make sure you concentrate at all times to help things improve even more.

Yours sincerely

David Speakman
Lead inspector

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