

# Outwoods Primary School

## Inspection report

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<b>Unique Reference Number</b>	135282
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	360714
<b>Inspection dates</b>	21–22 June 2011
<b>Reporting inspector</b>	Susan Walsh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	514
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Denise Shaw
<b>Headteacher</b>	Lesley Wells
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Harehedge Lane Burton-on-Trent DE13 0AS
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<b>Email address</b>	office@outwoods.staffs.sch.uk

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors visited 30 lessons or parts of lessons taught by 15 teachers. They also visited sessions that were delivered by teaching assistants and the learning mentor. Meetings were held with staff, members of the governing body and pupils. Inspectors observed the school's work and looked at the school's development plan, the school's records of pupils' progress and samples of pupils' work in English and mathematics. They scrutinised 122 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

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

- Have recent developments in the Early Years Foundation Stage boosted children's progress in reading and writing?
- Is progress improving, particularly in Key Stage 1?
- Has the school been successful in its efforts to accelerate pupils' progress in writing in Key Stage 2?
- Is the work set by teachers well matched to pupils' needs and do pupils have sufficient information about how to improve their work?

## Information about the school

Outwoods Primary school is much larger than most primary schools. It opened in September 2009 after the amalgamation of Castle Park Infant School and William Hutson Junior School. The proportion of pupils with special educational needs and/or disabilities is below average as is the proportion of pupils with a statement of special educational needs. However, the school does provide for some pupils with very complex needs. Although the proportion of pupils from minority ethnic groups is below average the proportions are rising. Most of the senior management posts, including that of the headteacher, have been filled by members of staff from the junior school. Nonetheless, there have been significant staff changes since the creation of the new school. In addition to providing for the Early Years Foundation Stage in the Reception class, the school also provides Nursery education offering morning and afternoon sessions.

**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**

**2**

## Main findings

Outwoods Primary School is a satisfactory school. It is rapidly improving, because the inspirational headteacher has instilled a strong team spirit and a collective, ambitious vision. As a result, many areas of the school's work are already good, particularly the way it cares for and supports its pupils. There is a very strong focus on removing barriers to learning and providing individual support and guidance for pupils whose circumstances may make them vulnerable. Pupils with complex special educational needs and/or disabilities are especially well cared for. Pupils really enjoy school as a result of a good curriculum that provides many interesting things to do. They feel safe, their behaviour is good and they make a good contribution to the school and the local community.

Children get off to a good start in the Early Years Foundation Stage. An improved emphasis on learning to read and write has resulted in a good improvement to children's literacy skills. Pupils' progress is satisfactory and rapidly improving in both Key Stage 1 and Key Stage 2. By the end of Key Stage 2, pupils' attainment is broadly average and they have achieved satisfactorily. Currently, pupils in Key Stage 2 are making better progress in reading and mathematics than in writing. Pupils' handwriting is not always well formed and is not always easy to read. Additionally, pupils are not always helped sufficiently to develop the way they construct sentences. Some teachers talk for too long at the beginning of lessons, restricting pupils' opportunities to practise their writing skills, and pupils do not always have sufficient opportunities to write creatively and at length.

Teaching is satisfactory but is rapidly improving because teachers are delivering more lessons that are good. Such improvements to the quality of teaching, and the use of specific activities designed to close the gaps in pupils' knowledge and understanding, have been pivotal in securing the swift improvements to pupils' progress. Occasionally, in both Key Stages 1 and 2, the work set is not finely matched to pupils' needs, particularly when pupils are taught in ability groups. This has the most impact on the more-able pupils, as they are not always set work that contains sufficient challenge. Although many of the adults who help in lessons have good skills, they are not always effectively deployed. Pupils often know their academic targets, but they are not referred to often enough in lessons.

The headteacher and governing body have very high expectations of staff because they want the very best for their pupils. The school has successfully developed good management systems. Self-evaluation is rigorous and pinpoints exactly where the school needs to improve. Combined with high quality development planning, this has been instrumental in moving the school forward. The way that the school has made rapid improvements to the quality of its provision and quickly become a cohesive, vibrant community with high aspirations, indicates a good capacity to improve further.

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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?**

- Accelerate pupils' progress in writing, particularly in Key Stage 2 by:
  - paying more attention to the way pupils construct sentences
  - improving the quality of pupils' handwriting and presentation so that work is more legible
  - providing more opportunities for pupils to write at length
  - ensuring that there is enough time in lessons for pupils to practise the skills that are being taught.
- Increase further the proportion of teaching which is good or better by:
  - ensuring that work is always carefully matched to the abilities of pupils and making sure that there is always sufficient challenge for more able pupils
  - making certain that additional adults in the classroom are always effectively deployed
  - making more effective use of the setting of academic targets so that pupils are regularly reminded in lessons about how to improve their work.

**Outcomes for individuals and groups of pupils****3**

In lessons, pupils acquire knowledge and understanding at a satisfactory rate. Most pupils are enthusiastic about learning and apply themselves well. When pupils are challenged in their thinking, for example, in a Year 6 English lesson, pupils respond confidently and they really enjoy learning. Pupils are making satisfactory progress in Key Stage 1 lessons and are making up for a legacy of underachievement. Nevertheless, attainment is still below average in reading, writing and mathematics at the end of the key stage. Progress is also rapidly improving in Key Stage 2, and variations between rates of progress in different classes are being successfully tackled. Additionally, pupils are making accelerated progress in reading, writing and mathematics when they are in Year 6. However, relatively few pupils are working at the higher Level 5 in writing. This is because the development of sentence structure is not always rigorously taught. Additionally, when pupils do produce interesting lively writing, it can be difficult to interpret because of poor presentation including untidy handwriting. In some lessons, pupils produce very short pieces of work, sometimes consisting of only a few lines. They have very few opportunities to write long stories where they can develop their ideas and use their imagination to full effect. Pupils with special educational needs and/or disabilities make similar progress to other pupils. However, their progress is improving because they are accessing a good range of well-delivered programmes. Those pupils with the most complex additional needs often make good progress because skilled staff deliver an individual curriculum that has been very carefully tailored to meet these pupils' particular requirements. Pupils who speak English as an additional language also make satisfactory progress.

Pupils' behaviour is consistently good both in and out of lessons. There is a strong awareness of what is right and wrong and pupils usually treat each other with respect. For

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example, in a Year 1 class, pupils were keen to ensure that everyone got a turn when playing an educational game. However, pupils' knowledge of other ways of life and cultures is less developed. Pupils are proud of their school and make a good contribution to the school community by belonging to the school council, helping with environmental work through the eco-committee, and assisting younger pupils. They are aware that their opinions are being listened to and respected. They have been able to contribute well to preventing discrimination through belonging to the 'disability discrimination committee' and reporting back to the school council. There is a good awareness of the importance of a healthy diet and regular exercise. Pupils attend school regularly, and their progress in basic skills is satisfactory. Therefore, they are satisfactorily equipped for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

There is an increasing proportion of lively lessons which pupils describe as 'fun'. A good effort is made to make the context for learning real. For example, in a Year 5 mathematics lesson, pupils received a letter from the headteacher asking them to design a swimming pool. The challenges which the letter set helped them to understand why it was important to be able to calculate areas and perimeters. Relationships between pupils and staff are very good and most staff are very accomplished at managing pupils' behaviour. Skilled questioning is used to check pupils' learning and to develop their understanding of

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concepts. Occasionally, introductions to lessons are too long. This slows the pace of pupils' learning, as they stop paying attention, and also restricts the time they have to work independently. Additional adults in lessons do not always make a sufficient contribution towards pupils' learning, especially at the start of lessons. Work is usually carefully matched to the needs of lower-attaining pupils and those with special educational needs and/or disabilities, but there is not always sufficient difference in the expectations of outcomes for average and more-able pupils. The quality of teachers' marking has significantly improved and pupils are regularly informed about how to improve their work. However, the use of targets, as an immediate reminder for pupils about how to improve their work during lessons, is underdeveloped.

There are good links between curriculum areas. Each topic is introduced by the use of an exciting experience day which ensures that pupils are well motivated. Visits and visitors are particularly well used to bring learning to life. The curriculum has been strengthened by the addition of topics and reading materials that interest boys. However, pupils do not have sufficient opportunities to write at length using their imagination and creative powers. A good range of clubs promotes both enjoyment and the development of healthy lifestyles and there are plenty of opportunities for pupils to develop a sense of responsibility.

The school provides a very welcoming and cheerful environment where pupils feel confident and safe. A considerable amount of time is spent securing good support for pupils whose circumstances may make them vulnerable and the school can point to striking examples of its success in helping pupils to improve their attitudes and behaviour, as well their academic progress. The few pupils with complex additional needs are very well cared for. They are fully included in the life of the school and there is a good balance between support and developing independence. Transition arrangements are good. They ensure that pupils move smoothly through the school and look forward to the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The ambitious vision and high expectations of the headteacher, governing body and other leaders and managers, have been underpinned by robust management systems. Monitoring and evaluation of teaching and learning are thorough and involve both senior and middle leaders. This has been combined with careful tracking of pupils' progress and analysis of data to enable the school to identify precisely where its weaknesses lie. It has responded by developing very specific improvement plans that have been swiftly

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implemented. This rigorous and systematic approach to monitoring, evaluation and improvement planning, combined with good opportunities for staff development, has resulted in a much improved quality of teaching and has accelerated pupils' progress.

Governance is good. The governing body provides the school with effective support and challenge, as well as ensuring statutory requirements are met. Governors are particularly effective at ensuring that the school has robust systems for safeguarding and making certain that the school fully considers all the requirements of the Disability Discrimination Act. The school ensures that adults who work with children are vetted and it works hard to minimise hazards. It has a particularly strong focus on meeting the needs of pupils whose circumstances may make them vulnerable. The school's actions to promote equal opportunities are satisfactory. All pupils and their families are made welcome regardless of their background. The school has precise information about the groups it serves and carefully evaluates their academic progress. It is working hard to close any gaps in performance and to ensure that pupils' progress in writing improves. Partnership with parents is good and parents say that staff, particularly senior managers, are very supportive. The school's contribution to community cohesion is satisfactory. It understands its own context well. It has strong links with the Ukraine and pupils really enjoy meeting the children who visit from Chernobyl. However, pupils have more limited opportunities to meet other children from the United Kingdom who may have different backgrounds from themselves.

*These are the grades for leadership and management*

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

## **Early Years Foundation Stage**

Good leadership and management have resulted in good provision and good outcomes for children in the Early Years Foundation Stage. When children join Nursery, many have skills that are below those typically found, especially in terms of emotional maturity and the



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development of speech and language. By the time they leave the Reception class, their skills are average. They have made good progress, especially in the Nursery class. The direct teaching of children is usually good, with a strong focus on asking children relevant and challenging questions, as well as modelling language and developing their vocabulary. Children enjoy coming to school, and the interesting way that topics are delivered in Nursery is particularly engaging.

There is not always a clear purpose to those activities that children choose for themselves, especially in the outdoors in the Reception classes. Additionally, children sometimes do not have sufficient support when they are playing outside. A sharper and earlier focus on the development of the skills that support reading and writing has been successful and has had a positive effect on children's progress in these areas. Leaders have identified that children's progress in developing mathematical skills has slowed and are working hard to help children to expand these skills. Good induction arrangements ensure that children settle in quickly. Parents and carers very much appreciate the 'Stay and Play' sessions in Nursery and many have already signed up to the forthcoming Teddy Bears' Picnic.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	2

## Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was lower than usual. Parents and carers are pleased with what the school provides. They are particularly happy with the quality of provision in the nursery. A very small number of parents and carers expressed concerns about bullying and the management of behaviour in specific year groups. The inspection team found behaviour in the school to be good. The school takes bullying very seriously. Most pupils felt that any issues that arose were dealt with swiftly and effectively by staff. A few pupils were reluctant to report their worries. The school has carried out a substantial amount of work designed to discourage bullying and keeps thorough records of its response to any incidents that are reported.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Outwoods 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 514 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	54	53	43	2	2	0	0
The school keeps my child safe	72	59	47	39	2	2	0	0
My school informs me about my child's progress	45	37	65	53	8	7	0	0
My child is making enough progress at this school	48	39	60	49	12	10	1	1
The teaching is good at this school	52	43	64	52	0	0	0	0
The school helps me to support my child's learning	44	36	68	56	7	6	0	0
The school helps my child to have a healthy lifestyle	41	34	72	59	4	3	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)	52	43	59	48	3	2	0	0
The school meets my child's particular needs	44	36	65	53	7	6	1	1
The school deals effectively with unacceptable behaviour	36	30	56	46	13	11	4	3
The school takes account of my suggestions and concerns	40	33	61	50	10	8	2	2
The school is led and managed effectively	49	40	59	48	9	7	0	0
Overall, I am happy with my child's experience at this school	65	53	53	43	4	3	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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



23 June 2011

Dear Pupils

**Inspection of Outwoods Primary School, Burton-on-Trent, DE13 0AS**

It was a pleasure to visit your school. We really enjoyed talking to you all and listened very carefully to what you had to say. You are clearly proud of your school and we can understand why. It is a satisfactory school but it is improving quickly. You told us you enjoy school because of the interesting lessons. We noticed that you behave well. You are right when you say you are well looked after. We could not help but admire all the lovely vegetables you have grown and thought that the school council and eco-committee were doing a good job.

Children get off to a good start in the Nursery and Reception classes. By the end of Year 6, your attainment is similar to that reached by pupils in most other schools. However, your progress, although satisfactory, is quickly improving. We have asked your teachers to help you to improve your progress in writing by developing the way you write sentences and helping you to improve your handwriting. We have also asked them to make sure you get lots of opportunities to write long stories and to practise your writing skills.

Teaching is satisfactory but it is getting better. Sometimes the work you are set is too easy for you so we have asked your teachers to make sure you get lots of challenge. We were impressed by the way you recalled your targets but noticed that they are not used regularly during lessons to help you to improve your work. So we have asked your teachers to remind you about them.

Leaders and managers at your school are doing a good job. They are working very hard and trying to make your school into one of the very best. You all can help your school to improve further by continuing to try very hard in all your lessons and making sure your work is always neat. Thank you for all your help with our visit.

Yours sincerely

Susan Walsh

Lead Inspector

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