

The Wilfred Owen School

Inspection report

Unique Reference Number	123422
Local Authority	Shropshire
Inspection number	359431
Inspection dates	23–24 June 2011
Reporting inspector	Derek Aitken

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	263
Appropriate authority	The governing body
Chair	Miles Kenny
Headteacher	Christopher Huss
Date of previous school inspection	10 July 2008
School address	The Monkmoor Campus Woodcote Way, Shrewsbury SY2 5SH
Telephone number	01743 282360
Fax number	01743 282369
Email address	admin.wilfredowen@shropshirelg.net

Age group	3–11
Inspection dates	23–24 June 2011
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Registered Childcare provision	Poppies At The Wilfred Owen School
Number of children on roll in the registered childcare provision	83
Date of last inspection of registered childcare provision	Not previously inspected

Age group	3–11
Inspection dates	23–24 June 2011
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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 18 lessons taught by 10 teachers. Scrutinies of pupils' work in their writing books and in mathematics were carried out. Inspectors held discussions with a very few parents and carers, members of the governing body, staff and groups of pupils. The inspectors observed the school's work and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed responses to questionnaires from 40 parents and carers, 105 pupils and 24 staff.

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

- How well pupils progress in writing and in mathematics in Key Stage 2.
- The impact of the school's support for pupils with special educational needs and/or disabilities on outcomes for this group of pupils.
- How well the performance of pupils in all phases of the school is monitored and provision adapted to improve outcomes.
- The impact of the school's childcare provision on outcomes for all ages of pupils.

Information about the school

Wilfred Owen is similar in size to most primary schools. The vast majority of pupils come from White British backgrounds. The proportion of pupils known to be eligible for free school meals is high. The percentage of children with special educational needs and/or disabilities is high. These pupils have a range of difficulties, including social, emotional and behavioural difficulties. The proportion of pupils with a statement of special educational needs is three times larger than is usually the case. Provision for the Early Years Foundation Stage is made in one Nursery class and one Reception class. The school runs a daily breakfast club, which was observed as part of this inspection.

The school has achieved national Healthy Schools status and a number of other awards include the Activemark, Eco-Schools (Silver), Food for Life (Silver) and Safer Schools.

Poppies Children's Centre was opened on the school site in January 2008 and is managed by the school's governing body. Parents and carers pay to use its services. As well as childcare, these include courses to improve parents' and carers' prospects of securing employment, courses to help parents and carers support their children's emotional and academic development, and clubs during school holidays for targeted groups of pupils.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The Wilfred Owen School provides a good education for its pupils and its good childcare provision in the Poppies Children's Centre supports children's welfare well. It is a welcoming, happy community where pupils mix well with each other and enjoy their education. Children get off to a satisfactory start in the Nursery and Reception classes. While there are strengths in this provision, especially in promoting good attitudes and behaviour, the limited use of data leads to weaknesses in both long-term and short-term planning. The outside area is not used well enough to consolidate and extend children's skills and experiences.

Pupils make good progress from starting points which are below and sometimes well-below average. Their attainment has risen substantially after a recent dip in performance. Currently this improvement in the rate of pupils' progress is slightly more marked in English than in mathematics. Pupils' overall achievement is good and this means that The Wilfred Owen School prepares its pupils well for the next stages in their lives.

The good curriculum and highly experienced teaching ensure that pupils' reading, writing and speaking skills are developed very effectively. However, opportunities are missed for pupils to practise and apply their mathematical skills in a wide range of practical contexts. Teachers' planning and assessment practice support the progress of lower-attaining pupils and pupils with special educational needs and/or disabilities well. Planning is not consistently adapted to accelerate the progress of higher-attaining pupils.

The staff work very effectively to overcome the barriers to learning encountered by many pupils. They promote pupils' self-esteem successfully, for example by ensuring that all groups of pupils, including those whose circumstances may make them vulnerable, are included when positions of responsibility are assigned. Pupils with a statement of special educational needs for social, behavioural or emotional needs are very effectively supported and integrate well with their peers.

The school's capacity to improve further is good. Highly experienced and effective leaders are complemented by a stable and hard-working staff. Accurate self-evaluation is underpinned by the headteacher's acute analysis of pupils' test results. This information is used well to identify areas for further improvement for pupils in Year 1 to Year 6 and to adapt provision accordingly.

What does the school need to do to improve further?

- Improve outcomes for children in Nursery and Reception by:
 - developing the use of data to track the progress of different groups of children more effectively and plan accordingly for the next stages in their learning

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- using data more effectively to enable the leader to acquire a more strategic view of what needs to be done to develop provision further
- making better use of the outdoor area to consolidate and extend children's skills and experiences.
- Raise further pupils' achievement in mathematics by:
 - providing pupils with regular opportunities to practise and apply their mathematical skills in a wider range of practical contexts.
- Ensure teachers' planning is adapted to ensure that higher-attaining pupils are consistently challenged.

Outcomes for individuals and groups of pupils**2**

Pupils achieve well. They enjoy their learning and cooperate well with each other and the staff. Their skills when they join Year 1 are often well below average in literacy and numeracy. They make good progress as they move through the school so that by the end of Year 6 attainment is average. Older pupils often pepper their structured written accounts with some imaginative vocabulary, for example 'cobwebbed wings' and 'demon-like claws' when composing their version of legends. A few pupils, however, still use non-standard English in their writing. Older pupils have a clear awareness of their targets in English and this, combined with marking ladders, enables them to review, edit and improve their work confidently. However, some higher-attaining pupils are not working to their full potential and very few reach the higher level 5 in writing. Most pupils also achieve well in mathematics. Some pupils make slower progress when they are uncertain what to do when required to remember various mathematical processes and to apply this knowledge when solving problems. Pupils with special educational needs and/or disabilities also make good progress because they are keen to do well and persevere when working on appropriately challenging tasks.

Pupils are proud of their school, behave well and respect the reward systems and sanctions which are consistently applied by staff. They say that they feel safe and that bullying is rare. They are confident that they will be helped if they have a problem. They make good use of the extensive, well-equipped playground areas to take a lot of exercise at break-times. They have a good knowledge of healthy and sustainable lifestyles, as reflected in the school's awards, and most make healthy food choices. Pupils contribute well to the school community in their roles as school and as eco councillors, for example on litter-picking duty. Pupils' good cultural awareness is enhanced through workshops, such as 'Colour my skin' and clubs such as Fair Trade. Pupils' average levels of attainment and attendance provide them with a satisfactory base for developing workplace skills.

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These are the grades for pupils' outcomes

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

¹ 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?

Teaching has several strengths. Teachers and teaching assistants manage pupils skilfully thereby ensuring that pupils are receptive towards learning and make good progress. Teachers make effective use of opportunities to develop pupils' oral skills. Most pupils respond enthusiastically when teachers provide them with challenging tasks, for example, when they are required to work collaboratively with a partner to compose dialogues in French. Teachers provide pupils with a good mixture of structured support and independence, for example, when pupils draft and edit their imaginary accounts of legends. Occasionally, when this good guidance is less evident in mathematics lessons, pupils are less sure of how to proceed and the pace of learning drops. Teaching assistants question lower-attaining pupils and pupils with special educational needs and/or disabilities very effectively to develop and clarify their ideas when they work independently.

The curriculum is designed well to promote pupils' achievement and enjoyment of learning. The school adapts provision successfully to promote pupils' social development. Initiatives such as 'Forest School' promote collaborative learning and stimulate pupils' interest by enabling them to engage in a variety of observational and problem-solving activities at lunchtime, such as making necklaces from string and pine cones and den-building. Educational visits and visitors to school extend pupils' experiences well. A wide range of clubs, including gardening and cooking, are popular with pupils. Classroom

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support for pupils with special educational needs and/or disabilities is channelled very effectively and results in clear gains in pupils' attainment and progress. Higher-attaining pupils have fewer opportunities, especially in mathematics, to develop their talents.

Initiatives, such as 'Reach for the Top' are targeted very effectively to boost the self-esteem of children in the Early Years Foundation Stage and pupils in Key Stage 1. These strategies have resulted in perceptible gains in the attendance rates of individual pupils, and improved relationships with their peers. Other strategies, such as one-to-one support for 'at-risk' pupils underpin the school's enviable record of no exclusions which has been maintained over many years. The breakfast club, targeted at specific groups of pupils, provides pupils with nutritious food and an interesting range of activities to get their day off to a good start. Attendance is promoted well. A few weaknesses in the quality of support for the academic progress of all groups of pupils, especially in the Early Years Foundation Stage, means that overall care, guidance and support is good, rather than outstanding.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school benefits from experienced, well established leadership. Essential systems are embedded firmly and the good teamwork and spirit of shared enterprise ensure that there is no sense of complacency in the school's continuing quest to combat barriers and improve provision. Pastoral systems are especially well developed. Good leadership has ensured that the services provided by the Children's Centre have strengthened links with parents and carers and promoted improvements in the attendance, relationships and attainment of several pupils. An appropriate range of monitoring activities has enabled staff to acquire an accurate view of the quality of provision. Initiatives taken to improve pupils' literacy skills have impacted positively on outcomes for pupils. School leaders promote equal opportunities and tackle discrimination well, as reflected, for example, in the good progress of all groups of pupils. Members of the governing body ensure that the affairs of the school and Children's Centre are equally well managed and hold leaders closely to account on safeguarding matters. The school adopts recommended good practice in safeguarding across all areas of its work and ensures staff are well trained in identifying potential child protection issues. Leaders have worked actively to develop the local and global aspects of community cohesion and have good plans in place to further strengthen the national dimension of this work.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children's skills and knowledge when they join the Nursery are well below those expected for their age. The relationships that the staff in the Children's Centre build with parents and carers of those children who transfer to the school is instrumental in securing a trust which allows the school to best support the social and emotional needs of the individual child. The childcare element complies with requirements for registration and the minor areas for development identified at the previous inspection have been addressed successfully. Children in Nursery and Reception classes make satisfactory progress overall in their learning. Most children are content, settled and willingly take part in activities. They make some choices about the activities they engage in and, on occasion, share responsibility for decisions. Children know why it is important to behave well and demonstrate this understanding in their relationships with other children. Most children show that they feel safe. Adults work very effectively to build secure relationships with children and ensure all welfare requirements are met. Staff have a sound understanding of the requirements of this stage in children's learning. They use a satisfactory range of teaching methods and adequate resources to provide a sufficient range of activities and experiences to interest and engage children in their learning. Insufficient emphasis is placed on acquiring rigorous data on children's performance to ensure planning meets the needs of all groups of children. Consequently, activities are not linked precisely to clear learning objectives and staff are not always deployed to best effect to move children's learning on at a brisk pace. The outdoor area is easily accessible but opportunities are missed in planning to integrate its use with the well-resourced indoor classroom so that children can further extend their knowledge, skills and understanding. Satisfactory leadership and management are demonstrated by very effective safeguarding procedures, efficient strategies to promote the involvement of parents and carers in their children's education and children's good progress in their emotional development. Weaknesses in

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the management and use of data hamper the staff's capacity to take swift action to vary provision and to acquire a strategic overview to inform long-term planning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was well below average. The statistical responses, as reflected in the table below, indicate that a very large majority of respondents view the school's work very positively. Few written comments were received and these, both positive and negative, contained no common thread.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Wilfred Owen 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 263 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	75	10	25	0	0	0	0
The school keeps my child safe	32	80	8	20	0	0	0	0
My school informs me about my child's progress	27	68	10	25	2	5	0	0
My child is making enough progress at this school	27	68	12	30	0	0	0	0
The teaching is good at this school	33	83	7	18	0	0	0	0
The school helps me to support my child's learning	29	73	9	23	1	3	0	0
The school helps my child to have a healthy lifestyle	28	70	9	23	3	8	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)	26	65	13	33	0	0	0	0
The school meets my child's particular needs	26	65	13	33	0	0	0	0
The school deals effectively with unacceptable behaviour	26	65	11	28	2	5	0	0
The school takes account of my suggestions and concerns	25	63	14	35	0	0	0	0
The school is led and managed effectively	32	80	8	20	0	0	0	0
Overall, I am happy with my child's experience at this school	36	90	4	10	0	0	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).

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">■ 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.



27 June 2011

Dear Pupils

Inspection of The Wilfred Owen School, Shrewsbury, SY2 5SH

I would like to thank you for your help when the inspection team visited your school recently. This is what we found.

Yours is a good school. The following reasons are particularly important in explaining why it is successful.

Staff look after you well and work hard to ensure that every pupil has an equal chance to develop their personal and social skills.

You are taught well and this makes sure that you make good progress. By the time you leave school at the end of Year 6 your standards are average.

You behave sensibly, get on well with the staff and have a good understanding of what it means to be healthy and you keep yourselves safe.

The school is led well by the very experienced headteacher.

There are a few things that the staff need to do to help you learn even better. We have asked them to:

- build up a good bank of assessment information on the children in Nursery and Reception to help guide their learning and plan for future improvements
- make better use of the outside area to help children in Nursery and Reception widen their experiences and improve their skills further
- give you better chances to practise and apply your mathematics skills in a wide range of practical situations
- make sure teachers always plan work that will challenge those pupils who find learning easier.

You can help by keeping up your positive attitudes and by continuing to work hard, especially in mathematics lessons.

Yours sincerely

Derek Aitken

Lead inspector

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