

John Wilkinson Primary School

Inspection report

Unique Reference Number	123434
Local Authority	Shropshire
Inspection number	380653
Inspection dates	22–23 November 2011
Reporting inspector	Roy Bowers HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Keith Rendell
Headteacher	Jacqueline Carter
Date of previous school inspection	15 November 2006
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Age group	4–11
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed 11 lessons taught by six teachers and one sports coach. They held meetings with groups of pupils, parents and carers, the Chair of the Governing Body, the headteacher and other leaders and managers. Inspectors observed the school's work, and looked at its plans for improvement, assessment information, lesson plans, the school's monitoring information, school policies and 87 questionnaires from parents and carers.

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

- What accounts for the apparent inconsistencies in the quality of pupils' learning and progress across the school?
- To what extent have the recent curriculum developments provided for progression of pupils' learning in the non-core subjects?
- How effectively does target-setting improve pupils' learning?

Information about the school

The school is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities is average. Of these pupils, the proportion that has a statement of special educational needs is above the national average. Most of these pupils have moderate learning difficulties. Almost all pupils are from White British backgrounds. Of those from minority ethnic groups, no pupils are learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is also well below average. The school has national Healthy Schools status and Artsmark.

The privately run pre-school on the school site was inspected separately.

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?

1

The school's capacity for sustained improvement

1

Main findings

The school provides the pupils with an outstanding quality of education. It has a welcoming and delightfully happy environment in which pupils behave with great kindness and want to do their best. A caring ethos and strong links with external agencies help ensure that all pupils, especially those who are experiencing difficulties in their lives, receive a high level of care, guidance and support. Teachers and support staff share the headteacher's strong commitment to improving the life chances for all groups of pupils. Parents and carers speak highly of the school. They say that the school keeps their children safe and secure and praise the school's 'family atmosphere'. Pupils are equally complimentary about the school. One pupil commented, 'I could not wish for a better school'.

When children enter the Early Years Foundation Stage, their skills are usually typical for children of their age. Pupils make outstanding progress and, by the time they reach the end of Year 6, their attainment is high in English and mathematics. Teaching is consistently good and much is outstanding. In lessons, pupils work hard, cooperate very well together and show a high level of independence. Where teaching is good rather than outstanding, it is usually because a very small number of the more-able pupils do not receive sufficient challenge.

The curriculum enables pupils to gain a good knowledge of how to maintain a healthy lifestyle and provides strongly for their understanding of how to keep themselves safe. It is enriched very well through visits to places of interest, French lessons in Key Stage 2 and many visitors into school. Use of sports coaches and specialist music teachers add to pupils' enjoyment and learning. Pupils say that they enjoy the wide range of extra-curricular clubs. In some of the non-core subjects, the curriculum is not structured enough and does not help teachers build systematically on pupils' skills and knowledge as they move through the school. The school is aware of this and has already started to improve the curriculum in art and design and design and technology.

The headteacher provides strong and very effective leadership. She leads an enthusiastic and committed team of teachers and support staff. Engagement with parents and carers is strong. Parents' and carers' views are sought, valued and acted upon. The governing body is supportive and effectively challenges the headteacher about pupils' performance. However, most members are not regularly involved in monitoring and evaluating pupils' outcomes and the quality of provision through first-hand experience of the work of the school. Safeguarding procedures

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are thorough, detailed and rigorously applied. The school's capacity for continuous improvement is outstanding. This is because it has an excellent track record of improving standards, and any relative weaknesses in provision are promptly and effectively addressed.

What does the school need to do to improve further?

- Raise the proportion of outstanding teaching by ensuring that all of the more-able pupils receive work that is sufficiently challenging.
- Improve pupils' learning by ensuring that the curriculum in all non-core subjects is structured so that it helps teachers build systematically on pupils' skills and knowledge as they move through the school.
- Improve the effectiveness of the governing body by ensuring that most of its members are involved regularly in monitoring and evaluating pupils' outcomes and the quality of provision through first-hand experiences of the work of the school.

Outcomes for individuals and groups of pupils**1**

Pupils enjoy their learning, behave exceptionally well, and mature into very polite, thoughtful and considerate young people. They arrive punctually and calmly, and are eager to work hard. In lessons, relationships between teachers and pupils are strong and help promote a very positive climate for learning. Pupils respond to the work given with great enthusiasm, are keen to answer questions and are very willing to help each other when required. Pupils eagerly accept opportunities to take responsibility, such as evaluating their own work and that of others.

Pupils' high levels of academic skills together with their strong personal development mean that they are exceptionally well-prepared for their future economic well-being. Very careful monitoring, effective use of teaching assistants and strong liaison with external agencies help ensure that pupils' with special educational needs and/or disabilities make progress which is at least equal to, and sometimes better than, most pupils in the school. The very few pupils from minority ethnic groups make similar progress to other pupils.

Previous inconsistencies in the progress made by pupils in different year groups have been due to variation in the quality of teaching. Although teaching was never any less than satisfactory, some was outstanding, and, consequently, pupils in some classes made better progress than others. Staffing changes and training have meant that teaching is now consistently good and the outstanding teaching remains. Consequently, all groups of pupils achieve exceptionally well.

Since the last inspection, initiatives to improve the standard of reading and mathematics by the end of Year 2, especially for the more able, have had a

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significant impact. Standards at the end of Year 2 are above average in all subjects and many pupils attain the higher levels, especially in reading.

Pupils say that incidents of bullying are extremely rare and they are confident that teachers will listen to their concerns and resolve any difficulties which may arise. Pupils know that eating a balanced diet and taking plenty of exercise are important to maintain fitness and health. They are proud of their work to improve the school’s facilities and engage willingly in raising money for charities.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils’ attainment ¹	1
The quality of pupils’ learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils’ behaviour	1
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	1
Taking into account:	
Pupils’ attendance ¹	2
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are calm and orderly, and pupils show mature and conscientious attitudes to their learning. Teaching assistants are used effectively to support small groups of pupils or individuals with specially targeted work and to ensure that pupils with special educational needs and/or disabilities are guided very well in whole-class lessons. Where teaching is outstanding, pupils of all levels of attainment are challenged exceptionally well. In one Year 4 mathematics lesson observed during the inspection, while most pupils were learning about multiples, a small number were confidently solving problems using prime numbers and factors of numbers. Occasionally, mainly because of the wide range of abilities in all classes, the work given to a few of the most-able pupils is too easy and does not fully challenge them.

Since the last inspection, improvement targets in writing and mathematics have been introduced. Pupils say that the targets, especially in writing, give them a good

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

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understanding of what they need to learn to improve their knowledge and skills. Targets in writing are more effective than in mathematics because they are more closely related to National Curriculum levels and they are more specific to the learning needs of individual pupils.

Many lessons stimulate pupils’ imagination, sometimes with teachers and pupils dressing up as famous characters and engaging in role-play. The before-school ‘fun club’ provides identified pupils with a wide range of enjoyable physical activities which help develop their co-ordination skills.

Breakfast club is typical of the warm, stimulating, high-quality care given to pupils. It provides many opportunities for pupils to develop their social skills while enjoying a healthy meal. The school very quickly recognises and responds to pupils’ different circumstances and can point to many examples where pupils who have faced difficulties in their lives have been very effectively supported. Senior leaders work closely with staff to identify any pupils who have the potential for underachievement and provide appropriate and timely guidance and support.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The robust systems for supporting those pupils who are not meeting expectations, and improving the lives of those pupils whose circumstances make them potentially vulnerable, shows the school’s excellent commitment to equal opportunities and tackling discrimination. Rigorous monitoring of the quality of teaching ensures that senior leaders quickly identify areas for improvement and instigate effective programmes for staff professional development. Middle leaders play an important role in providing support and guidance for the staff in their areas of responsibility and are developing their monitoring and evaluation skills well. The governing body is enthusiastic to improve its contribution to the school and has already identified a need to be more involved in closer monitoring and evaluation of the school’s work.

The school canvasses parents’ and carers’ views, values their responses and regularly keeps them up to date with its news. Meetings with parents and carers are often used to enable the school to identify specific areas for improvement and to consult on the effectiveness of changes made. Family learning events help parents and carers to gain an excellent knowledge of their children’s learning so that they can provide effective academic support at home.

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The school liaises strongly with all groups in the local community and has links with schools abroad. Many visitors come into school to involve pupils in a variety of cultural experiences from various parts of the world, including music and art. However, the promotion of community cohesion is not outstanding because pupils have few first-hand experiences of the similarities and differences between their own culture and that of others in the United Kingdom.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

A very caring ethos, warm, friendly relationships and strong, effective partnerships between staff and parents and carers help ensure that children feel confident, secure and safe. On arrival each morning, children soon settle into the routine of the day and take part in a range of interesting and stimulating activities. They play very happily together and show excellent attitudes to their learning. Rigorous self-evaluation has resulted in improved provision and, over the past two years, better outcomes for children. Children make outstanding progress and, by the time they start Year 1, their attainment is well above average. Children’s progress in writing is slightly lower than in reading and mathematics. The school is aware of this and teachers are implementing more opportunities for children to practise their writing skills.

Teaching is consistently good and sometimes outstanding, and includes a good balance between child-initiated and teacher-led activities. The outdoor environment is used effectively to stimulate children’s interest and imagination, especially through the Forest Schools initiative. Accurate assessments enable teachers to plan activities that meet the needs of all children. Regular checking of children’s learning helps to

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ensure that those who are not making the expected progress are identified early so that they can be provided with additional support. Outstanding leadership and management ensure that school leaders have a strong understanding of the strengths and areas for improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The proportion of responses from parents and carers was higher than that received in most other primary school inspections. Almost all parents and carers who responded to the inspection questionnaire or who spoke with the inspectors expressed a high degree of confidence in the school. They were happy with their children’s experiences at school and felt that the school kept their children safe. The vast majority of parents and carers also said that the school helped their children to lead a healthy lifestyle and was led and managed effectively. The inspection findings support these views. Comments made by a few parents and carers showed that they did not feel that their children were making enough progress at school. The inspection found that nearly all pupils make outstanding progress but the work given to a very small number of the most-able pupils is not sufficiently challenging. Overall, there were very few negative comments from parents and carers and all views were taken into consideration before judgements were made.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Wilkinson 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 87 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	77	19	22	1	1	0	0
The school keeps my child safe	69	79	18	21	0	0	0	0
The school informs me about my child’s progress	52	60	34	39	1	1	0	0
My child is making enough progress at this school	59	68	20	23	6	7	0	0
The teaching is good at this school	61	70	23	26	2	2	0	0
The school helps me to support my child’s learning	57	66	26	30	4	5	0	0
The school helps my child to have a healthy lifestyle	50	57	34	39	3	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	60	29	33	2	2	0	0
The school meets my child’s particular needs	57	66	27	31	1	1	0	0
The school deals effectively with unacceptable behaviour	48	55	33	38	2	2	0	0
The school takes account of my suggestions and concerns	46	53	35	40	4	5	0	0
The school is led and managed effectively	54	62	30	34	2	2	0	0
Overall, I am happy with my child’s experience at this school	68	78	18	21	1	1	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



24 November 2011

Dear Pupils

Inspection of John Wilkinson Primary School, Broseley, TF12 5AN

Thank you for your warm welcome and friendliness when inspectors visited your school recently. We enjoyed meeting with you and seeing you at work in lessons. We were very impressed with your outstanding behaviour. We liked the way that you play happily together and work very hard in your lessons. You have a good understanding of how to keep yourselves healthy through a balanced diet and taking plenty of exercise. We were very pleased to find that you have a very strong awareness of how to keep yourselves safe.

You go to an outstanding school where the adults care for you exceptionally well. You make excellent progress and you develop into very polite and considerate young people. The teachers and other staff are very kind and helpful, and want you all to do your best. We know that the headteacher, staff and the governing body want to make your school even better, so we have asked them to make sure that:

- those of you who are already doing exceptionally well with your work get even harder work to do
- the curriculum is planned very carefully so that you make outstanding progress in all the subjects
- members of the governing body come into school more often and check even more carefully on how well you are learning.

You can help too by continuing to work hard and maintaining your excellent behaviour.

Yours sincerely

Roy Bowers
Her Majesty's Inspector

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