

# Wrekin View Primary and Nursery School

North Road, Wellington, Telford, TF1 3ES

**Inspection dates** 3-4 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Too few pupils are working at or above the expected levels for their age in writing. Standards in writing are lower than in reading and mathematics
- Teaching requires improvement. In lessons teachers do not always make best use of their knowledge of pupils to plan activities which ensure pupils make as much progress as they should. This is especially the case for more-able pupils and those with special educational needs.
- There are not enough opportunities for pupils to practise their writing and mathematical skills across different subjects
- Leadership, including the governing body requires improvement because it has not yet ensured all groups of pupils make good progress.

### The school has the following strengths

- Senior leaders and the governing body use performance management to challenge weaknesses in teaching and promote improvement. This is leading to an increase in the proportion of good teaching and faster progress for some pupils.
- Children in the Nursery and Reception classes make good progress.
- Pupils behave well. They are kind and considerate.
- Pupils feel safe in school because staff provide a good level of care and support.
- Attendance has improved and is now average.

## Information about this inspection

- The inspectors observed 21 lessons taught by 16 teachers. Ten of these were joint observations with the headteacher or deputy headteacher.
- In addition to lesson observations, inspectors made short visits to the Early Years Foundation stage, the school's language unit and 'letters and sounds' (phonics) sessions in Key Stage 1.
- Inspectors heard pupils from each Key Stage read aloud.
- Inspectors sampled pupils' writing and mathematics work, accompanied by a senior member of staff, and also reviewed the work of pupils who are disabled or have special educational needs.
- Meetings were held with staff, members of the governing body, a local authority representative, and groups of pupils. Inspectors spoke informally with parents and carers during the inspection.
- Questionnaire responses from 36 members of staff were reviewed. Inspectors also took account of the returns from the parent questionnaire issued by the school and the on-line questionnaire (Parent view).
- School documentation including assessment information, the school development plan, and attendance information were scrutinised.
- Documents and procedures relating to the safeguarding of pupils were examined.

## Inspection team

Usha Devi, Lead inspector

Her Majesty's Inspector

Sajid Gulzar

Additional Inspector

Christopher Christofides

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The large majority of pupils come from White British backgrounds. The remainder come from a range of minority ethnic groups, including Pakistani and any other White Background.
- The percentage of disabled pupils and those who have special educational needs is above average (those supported by school action plus or with a statement of special educational needs). The proportion supported by school action is below the national average.
- The proportion of pupils eligible for the pupil premium is above average.
- More pupils than average leave or join the school other than at the usual time.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a language unit within the school premises that is attended by pupils from the school.
- There is a breakfast club which is managed by the school's governing body.
- Since the previous inspection in February 2009, the school has experienced a high turnover of staff and high levels of staff absence. Half of the current class teachers have been appointed since the last inspection.

### What does the school need to do to improve further?

- Increase the proportion of good and better teaching by ensuring:
  - that during lessons teachers check how well pupils are doing so that they can move pupils on to new learning more quickly
  - pupils have more opportunities to take greater responsibility for their learning
  - teachers' marking tells pupils what they need to do to improve.
- Raise achievement, especially in writing by:
  - ensuring teachers make better use of assessment information and more closely match activities to the needs of pupils of different abilities, especially for the more-able and those who are disabled or who have special educational needs
  - providing pupils with more opportunities to write at length and practise their writing and mathematical skills in other subjects
  - ensuring pupils are provided with more problem solving activities so that they can apply their mathematical knowledge in different situations.
- Ensure leaders and managers at all levels including governors, promote good achievement by ensuring:
  - monitoring and feedback to teachers focus on how well different groups are learning
  - all staff consistently and quickly implement the actions identified after monitoring
  - strategic planning includes measureable success criteria against which the subsequent impact of agreed actions can be measured.

## Inspection judgements

### The achievement of pupils requires improvement

- In the Early Years Foundation stage, children make good progress. Achievement in Years 1 to 6 requires improvement.
- Children join the Nursery with skills and knowledge that are below those expected for their age, especially in aspects of communication, language and literacy. They start Year 1 with attainment that is broadly average. Standards in writing are relatively weaker and below those normally expected.
- In 2011 overall attainment at the end of Year 6 fell to below average. Attainment is now rising. The gaps between different groups of pupils in the school and pupils nationally are steadily closing. The latest school assessment information shows that attainment in reading and mathematics is broadly average. Pupils' attainment in writing is below average.
- Lesson observations and pupils' work confirm that progress in writing and mathematics is not consistently good because:
  - pupils do not write at length. This does not give pupils the chance to put into practice their knowledge of spellings, grammar, sentence structure or to develop their ideas
  - poor presentation is too readily accepted in some classes in Key Stage 1, and errors in letter formation are not corrected
  - in some mathematics lessons, pupils have insufficient opportunities to engage in problem solving activities. This restricts their ability to extend their learning by applying their mathematical knowledge in different situations.
- Pupils are making rapid gains in their reading for a number of reasons. In Years 1 to 4, they are taught letters and sounds (phonics) regularly. In Years 5 and 6, reading interventions ensure individual pupils receive the additional support they need. Pupils of all ages told inspectors that they enjoy reading.
- The achievement of more-able pupils requires improvement because across the school not enough pupils attain the higher levels. Some improvements are evident, such as in Year 6. The most recent unvalidated assessments for Year 6 show that all the more-able pupils attained the higher Level 5 in reading, writing, and mathematics.
- The progress made by disabled pupils or those with special educational needs, including those who attend the language unit, is variable. Most make expected progress because of targeted support from teaching assistants. Some make good progress, while the progress made by a few is slow.
- Pupils from Pakistani, and other ethnic heritages, and those who join the school part way during the school year make the same progress as their peers.
- Pupils for whom the school receives additional funding through the pupil premium make expected progress. Some make good progress because the funding is used to provide one-to-one or small group support.

**The quality of teaching requires improvement**

- Teaching in Years 1 to 6 requires improvement. Teachers do not always make best use of assessment information to set activities that are matched to the needs of pupils of different abilities.
- The tasks for more-able pupils are often too easy, with pupils initially completing the same work as their peers. Although they then move on to more challenging work, this often does not occur until late in the lesson.
- Activities for disabled pupils or those with special educational needs are on occasions too difficult for them to complete without the support of a teaching assistant. This slows down their pace of learning.
- Teachers regularly stop lessons and check how well pupils are progressing. However, they do not use this as an opportunity to move pupils on to new learning quickly enough. Sometimes, teachers talk for too long at the start of lessons. This reduces the time pupils have to learn actively and to take responsibility for their own learning.
- There is some good teaching. For example, in a Year 2 Design and Technology lesson, pupils worked together enthusiastically while testing a range of materials. Through skilful questioning, the teacher extended pupils' thinking. She also provided timely support for pupils experiencing difficulties.
- The quality of teaching in the Early Years Foundation Stage is good. Activities are well planned and interesting to ensure children make good progress in all six areas of learning. There are not always enough opportunities for children to write in both the Nursery and the Reception classes.
- Marking does not always tell pupils what they need to do to improve. There are some good examples, such as in Years 4 and 6, where teachers provide clear feedback and give pupils the opportunity to review their work with each other.
- In all lessons, teachers make effective use of electronic whiteboards to introduce lessons and to capture pupils' interest. In one case, a teacher introduced a lesson by playing a clip of himself as 'Winston Churchill's speech writer'. One pupil commented, 'I have so many exciting ideas in my head, I cannot wait to write them down'.

**The behaviour and safety of pupils are good**

- Relationships between pupils and adults are good. In lessons, pupils work cooperatively and are respectful of each other's ideas. Around school pupils demonstrate good social skills.
- Pupils' moral, social and cultural development is promoted well. Discrimination of any kind is not tolerated. Each month, the school focuses on different values, such as respect and friendship. The 'Value of the Month' initiative promotes purposeful discussions both at school and home. The result is an inclusive, harmonious and safe environment where pupils from different cultural heritages learn and play together well.
- Pupils have a good understanding about different types of bullying and safety related issues. They told inspectors that behaviour in the school is good and incidents, such as name calling, are dealt with effectively. This view was confirmed by the majority of parents who spoke to inspectors and those who responded to the Parent View questionnaire.

- The well-being of pupils is given a high priority. Nurture groups for instance, have a positive impact on the behaviour and self-esteem of pupils whose circumstances make them vulnerable.
- Pupils take on additional responsibilities with enthusiasm. With support from staff, play leaders and 'Rainbow Rangers' successfully encourage pupils to resolve any issues that may arise.
- Pupils' attendance has improved. It is now in line with the national average for primary schools.
- In lessons, opportunities to promote pupils' spiritual development are missed. Activities do not always stimulate pupils' curiosity or encourage pupils to learn from reflection.

### **The leadership and management** requires improvement

- Since the previous inspection disruptions with staffing and weaknesses in provision have hampered pupils' achievement. The headteacher and deputy headteacher are tackling underperformance with determination. As a consequence, the quality of teaching is improving and pupils are making better progress than in the recent past. This demonstrates the school's capacity to improve further.
- Senior leaders use performance management arrangements to check the quality of teaching, hold teachers to account for the achievement of pupils, and provide suitable professional development. However, their feedback to teachers does not always focus on how well different groups are learning or on what needs to be done to promote good achievement for all these groups.
- Senior leaders and the governing body do not ensure that staff consistently and quickly implement the actions identified after monitoring. This is leading to inconsistencies in the quality of teaching and the achievement of pupils and reduces the effectiveness of the school's efforts to offer all pupils an equal opportunity to succeed.
- Middle leaders, with support from senior leaders and the local authority, are gradually developing the skills required to lead improvements in teaching and learning independently.
- The school improvement plan accurately identifies what the school needs to do to improve. However, it does not contain measurable success criteria against which impact can be measured. This limits governors' ability to hold the school to account.
- The curriculum is effectively enriched with a good range of art and music activities. Pupils particularly enjoy the 'Curriculum Days' which replicate real-life experiences. For example, during 'Airport Day,' the school was transformed into an airport and pupils used their 'passports' to 'travel' to different destinations. However, pupils have insufficient opportunities to practise their writing and mathematical skills across different subjects.
- The local authority provides a suitable level of support for senior and middle leaders. Their review of the school's work provides an accurate overview of the actions that need to be taken to further raise achievement.
- **The governance of the school:**
  - ensures statutory requirements for the safeguarding of pupils are being met
  - through the work of the 'School Improvement Committee', regularly discusses the quality of

- teaching. However, its oversight of the school's work is not sufficiently well-informed to ensure it is able to hold the school properly to account for the progress pupils make
- seeks the views of parents and carers and takes appropriate action in response to any concerns. For instance, when some parents and carers raised concerns about behaviour, governors worked with staff to review the school's behaviour policy and improved supervision arrangements at the start and end of the school day.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	133757
<b>Local authority</b>	Telford and Wrekin
<b>Inspection number</b>	395606

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	405
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Potts
<b>Headteacher</b>	Cathy Hobbs
<b>Date of previous school inspection</b>	4 February 2009
<b>Telephone number</b>	01952 388088
<b>Fax number</b>	01952 388099
<b>Email address</b>	a2204@telford.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

