

# William Macgregor Primary School

Glascote Road, Glascote, Tamworth, B77 2AF

**Inspection dates** 24–25 January 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- Better leadership and teaching have ensured that the school has improved since its last inspection.
- Pupils of all abilities achieve well from their individual starting points.
- Teaching and learning are good because teachers have high expectations of pupils, provide interesting work for them to do and keep a close check on their learning.
- Teaching is outstanding in Years 5 and 6.
- Pupils enjoy school and behave well. They feel safe because of the supportive learning environment.
- Improved marking has enabled pupils to have a good awareness of their next steps in learning.
- The leadership team and governors monitor the school's work closely and, as a result, they have a clear picture of strengths and areas for development.

### It is not yet an outstanding school because

- Occasionally, the work is too hard for pupils of average ability and they become too reliant on adult support.
- Opportunities to promote pupils' independence and encourage them to make choices and decisions about their work are not always taken.
- Not all staff have been trained in evaluating assessment information.
- Governors do not yet have sufficiently detailed information about the progress of specific groups of pupils.

## Information about this inspection

- Inspectors observed 19 lessons taught by seven different teachers of which four were joint observations with senior leaders.
- Meetings were held with groups of pupils, representative members of the governing body, the local authority, senior managers and other staff.
- Inspectors observed the school's work and evaluated planning, the school's own assessment data, and monitoring information, records of attendance, behaviour and punctuality, information relating to safeguarding and the work in pupils' books.
- Inspectors took account of the 41 responses to Parent View (the online questionnaire) and 21 questionnaires returned by staff.

## Inspection team

Nicola Hardman, Lead inspector

Additional Inspector

Keith Williams

Additional Inspector

## Full report

### Information about this school

- William Macgregor is a smaller than average sized primary school.
- The proportion of disabled pupils and those who have special educational needs, supported at school action, is below the national average. The proportion supported at school action plus or have a statement of special educational needs, is average.
- The proportion of pupils from minority ethnic groups is lower than in most schools.
- The proportion of pupils who speak English as an additional language is lower than in most schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupil's attainment and progress.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is below average.

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

- Improve teaching and learning by:
  - sharing outstanding practice to raise the quality of teaching to the level of the best
  - ensuring that the work pitched for the average attaining pupils is appropriately challenging
  - promoting the independence of pupils of all abilities
- Make better use of the information gathered about pupil's progress by:
  - providing all staff with the skills needed to evaluate assessment information and identify next steps in teaching and learning
  - providing governors with clearer information about how specific groups of pupils are progressing

## Inspection judgements

### The achievement of pupils is good

- When children join Reception, they arrive with a wide range of knowledge, skills and understanding. Many have communication, language and literacy skills that are below those typical of children of this age. Whatever their starting points, children achieve well in all areas of learning.
- Pupils make good progress across the school because they are well taught. Progress is best in Years 5 and 6, where teaching is consistently outstanding. By the end of Year 6, pupils' attainment is broadly average. Pupils' work in mathematics improved considerably last year because of a whole school focus on this subject.
- Attainment in reading is broadly average at Years 2 and 6. Pupils enjoy reading and speak enthusiastically about their favourite authors and books. They use their reading and writing skills well to help them learn in other subjects. Pupils who are struggling to read are identified at an early stage and intensive support is given to them to help them become fluent readers.
- Pupils eligible for pupil premium funding make good progress and attain levels that are similar to other pupils. Historically, based on average point scores, the attainment of pupils known to be eligible for free school meals have not been as high as those who are not. The additional funding has provided pupils with specific support, often in small groups, that enables them to achieve, eliminating the gap between the attainment of the two groups.
- Disabled pupils and those who have special educational needs make good progress. Teachers and teaching assistants work well together to ensure they are fully included in lessons. For example, in one lesson a teaching assistant skilfully encouraged pupils to share their ideas about the text they were reading by asking them challenging questions.
- Pupils from minority ethnic backgrounds and those learning English as an additional language, make good progress. All staff and pupils make sure that pupils new to the school feel welcome and quickly settle into the positive learning environment.
- Pupils, parents and carers and staff report that the good teaching and support given to pupils enables them to make good progress.

### The quality of teaching is good

- Teaching is good or better in almost all lessons. This is an improvement since the previous inspection and has had a considerable impact on accelerating pupils' progress. In particular, teachers have raised their expectations of what pupils can achieve. Improved planning now provides more able pupils with the harder work of which they are capable.
- Lower-ability pupils, disabled pupils and those who have special educational needs are given work that is carefully tailored to their needs and abilities. Teaching assistants support them well in lessons. Occasionally, staff provide too much help, which limits opportunities for pupils of all abilities to work independently or decide how they might approach a particular piece of work. The work given to pupils of average ability is sometimes too difficult for them to do without the help of an adult.

- Teachers have created a positive climate for learning where pupils are totally engaged in their work and are able to learn without disruptions and distractions. Relationships among pupils and with staff are very positive.
- In most lessons, teachers' questioning is good, enabling them to clarify misunderstanding and challenge pupils to extend their learning. They ensure that all groups of pupils participate fully.
- Successful steps have been taken since the last inspection to improve the quality of marking. The school's approach is understood by staff and pupils alike and is applied consistently throughout the school. Pupils receive clear information about how well they have done and their next steps. As a result, most pupils have a clear understanding of how they can improve their work.
- Teachers provide good opportunities for pupils to extend their learning through appropriate homework tasks and these are appreciated by parents and carers.
- The best teaching is seen in Years 5 and 6 where it is consistently outstanding. This is because the work is presented in a lively and challenging manner and a very careful check is kept on pupils' understanding. As a result, the work is invariably pitched at the right level for pupils' different abilities.

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

- Pupils' attitudes are consistently positive with few examples of low level disruption in lessons observed. Pupils are proud to discuss their learning and articulate the high expectations of staff.
- Pupils feel safe and free from bullying. Pupils can talk about different forms of bullying, and how to deal with them, and are confident to share their personal experiences to help others. The work the school has carried out on 'rights and respects' have made a positive contribution to this supportive environment.
- Attendance is above average and shows parents' commitment to ensure pupils attend school on a regular basis and are punctual. Good relationships between staff and parents and carers have helped, in particular, more vulnerable pupils improve their attendance.
- Behaviour outside of lessons is also good, with pupils enjoying break times and lunchtimes. They report that they feel safe because of the care taken by staff and the sensible behaviour of other pupils. All staff work hard to build pupils' self-esteem and encourage them to deal with any issues that may arise.
- Almost all parents and carers who took part in the on-line survey believe that the school ensures all pupils are well-behaved and staff and pupils agree.

### **The leadership and management are good**

- Leaders evaluate the school's performance robustly and rigorously. Monitoring systems have improved since the last inspection, leading to a clear picture of strengths and areas of development. Any weaknesses in teaching are identified and dealt with quickly. The local authority understands the school and evaluates its work on a regular basis.

- The senior leadership team has been revised, restructured and re-developed. The focus on teaching and learning has been sharpened and improvements to the curriculum have contributed to pupils' increased levels of enjoyment and faster progress.
- Staff performance is well managed and the quality of teaching has improved from the last inspection as a result. All staff understand their roles and responsibilities. Senior leaders carefully provide teachers with individualised training plans to help them improve their practice. This programme is planned alongside regular meetings to discuss pupils' progress. Some, but not yet all, staff have received appropriate training to help them use the information they gather when they assess pupils' progress. There are some opportunities for staff to share their expertise with colleagues but these are at an early stage.
- The school engages very well with parents and carers, with nearly all parents and carers in response to Parent View recommending the school to others. Regular events are held to encourage parents and carers to visit school and share in their child's learning. The extended homework challenges have also led to improved parental involvement.
- The curriculum is imaginative and engaging for all pupils. Pupils talk enthusiastically about launch days and the extended homework opportunities. Pupils make the most of opportunities to learn from other cultures as part of their lessons.
- **The governance of the school:**
  - Governance has improved since the last inspection. Members of the governing body have a greater understanding of their roles and responsibilities and they have devised good systems to enable them to carry them out. The Governing Body checks on the school's work and holds the school to account for value for money. They analyse data arising from the assessment of pupils' progress, but are not yet given sufficient detail about the performance of different groups of pupils. Nevertheless, the governing body ensures that self-evaluation is accurate and they have a good understanding of the quality of teaching and how it can be improved. They make good links between the performance of staff and salary progression. They evaluate the use of pupil premium grant to ensure that it benefits the progress of eligible pupils. Safeguarding procedures are secure and robust, meeting statutory requirements.

## 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>	124219
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	402243

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Donna Jones
<b>Headteacher</b>	Suzie Sedgley
<b>Date of previous school inspection</b>	14 October 2009
<b>Telephone number</b>	01827 475705
<b>Fax number</b>	01827 475707
<b>Email address</b>	headteacher@williammacgregor.staffs.sch.uk



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