

# Short Wood Primary School

Limekiln Lane, Wellington, Telford, TF1 2JA

## Inspection dates

19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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

- Teaching, although improving, is not consistently good, particularly in mathematics.
- The tasks set for pupils are not always demanding enough, particularly for more-able pupils.
- Pupils' progress is uneven between year groups and between subjects.
- Staff miss opportunities to use questions to further develop pupils' thinking skills and accelerate learning.
- Pupils do not have clear targets for improvement in mathematics.
- Subject leaders do not routinely check the quality of teaching to see if it is enabling pupils to make good progress.
- Actions to improve teaching in mathematics are not always monitored to see if they are having a positive impact on pupils' learning.
- Monitoring by the governing body, although improving, is not focused well enough on the school's main areas for improvement.

### The school has the following strengths

- The school provides a very welcoming and caring environment. This helps pupils to settle quickly.
- The progress of pupils in English is improving, especially in writing and, consequently, pupils' attainment is beginning to rise.
- Teaching assistants make a good contribution to pupils' learning and progress, especially for those who need extra support.
- The school works hard to engage parents and carers and gives them good support.
- Pupils behave well and are keen to learn. They know that teachers look after them well and so feel safe.
- Senior leadership is good with a strong drive for improvement and have high expectations of staff and pupils.

## Information about this inspection

- Inspectors observed the school’s work and looked at a number of documents, including the school’s data on pupils’ progress, leaders’ reports on lesson observations, the school’s improvement plan, planning and monitoring documents, documents relating to safeguarding, and records relating to behaviour and attendance.
- Inspectors observed 19 lessons. Eight of these observations were conducted jointly with the headteacher or deputy headteacher. They also observed playtimes and lunchtimes and the breakfast and after-school clubs.
- Discussions were held with pupils, members of the governing body, leaders and managers and parents and carers. Inspectors also listened to pupils read.
- Inspectors received the views of staff through 49 responses to the inspection questionnaire and took account of the 24 responses on the parents’ online survey (Parent View).

## Inspection team

Terry Mortimer, Lead inspector

Additional Inspector

David Shears

Additional Inspector

Jillian Fury

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school.
- The very large majority of pupils are from White British or Pakistani backgrounds, in equal proportions. The remaining few come from a wide range of other ethnic heritages.
- The proportion of pupils speaking English as an additional language is well above the national average.
- The proportion of pupils supported by the pupil premium, which is extra government funding for particular groups, including pupils known to be eligible for free school meals, looked after children and those from service families, is well above the national average.
- The proportion of disabled pupils and those who have special needs supported through school action is above average as is the proportion supported at school action plus or through a statement of special needs.
- The number of pupils who join the school during the academic year is above that in most schools.
- Majority of subject and key stage leaders have been appointed in the last year.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club and after-school care for pupils.

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

- Improve the quality of teaching and accelerate progress so that it is consistently good or better, particularly in mathematics, by ensuring that:
  - the information the teachers collect about pupils' progress is consistently used to plan work that will meet the needs of all pupils, including the more able
  - teachers and support staff use carefully crafted questions that challenge pupils' thinking skills
  - pupils have a clear understanding of how well they are doing in mathematics and what they need to do to improve.
- Improve the quality of leadership and management including governance by making sure that:
  - all subject and key stage leaders check the quality of teaching and the impact it has on pupils' progress, including the more able
  - actions to improve mathematics are clearly linked to pupils' progress so that their impact can be monitored
  - members of the governing body hold the school to account for the quality of its work by rigorously challenging school leaders to bring improvements in the key areas in the school development plan, particularly maths and checking that they are successful.

## Inspection judgements

### The achievement of pupils **requires improvement**

- Achievement requires improvement because not enough pupils make good progress, particularly in mathematics and those who are more able. This is because teaching is not consistently good throughout the school and so progress between year groups is too variable.
- Pupils join the school with knowledge and skills that are well below those expected for children of this age, particularly in aspects of communication, language and literacy and mathematical development. Progress requires improvement in the Early Years Foundation Stage although it is showing signs of improvement. The Nursery establishes good links with parents and carers and so children settle quickly. There is a strong emphasis on care and nurture, especially for children who have specific needs. For example, when pupils who speak English as an additional language were encouraged to make a pattern with coloured cubes, a bi-lingual teaching assistant explained what the child should do in their first language while encouraging them to talk about their work in English.
- Progress in Key Stage 1 is improving and standards are rising. However, attainment in mathematics is lower than in reading and writing. Progress in Key Stage 2 is also improving but remains variable from class to class. Here again, progress in reading and writing is stronger than in mathematics. Although, results of national tests at the end of Year 6 in English and mathematics improved notably in 2012, attainment remains well below average.
- The progress of most groups of pupils, including disabled pupils and those who have special educational needs and pupils from other minority ethnic groups, mirrors that of the majority of pupils because their support is variable.
- Pupils who join the school throughout the year are helped to settle quickly and given appropriate support to enable them to acquire basic literacy skills. The majority of these pupils make similar progress to their classmates.
- Pupils supported with pupil premium funding make similar progress to others as a result of the support they receive in lessons and small group teaching. They are closing the gap in attainment with other pupils in the school and nationally in English, but the gap has increased in mathematics. Based on their average points scores at the end of Year 6 these pupils are approximately two terms behind their classmates in English and three terms behind them in mathematics.

### The quality of teaching **requires improvement**

- The quality of teaching is inconsistent across the school. In some lessons teachers plan activities that are sometimes too easy and at other times too hard for groups of pupils in their class and so they do not make good progress. This applies particularly to more-able pupils, who are not always given work that extends their knowledge and understanding. There are signs that this is improving this year, particularly in reading and writing. Teaching in Years 5 and 6 is now good.
- Teaching in literacy is stronger than in mathematics. This is because activities are set at the right level for pupils more often. Pupils have literacy targets clearly displayed in their books. They do not have similar targets in mathematics.

- Both teachers and teaching assistants provide helpful support for pupils in helping them to make progress. Sometimes opportunities are missed to extend their thinking skills further by asking them challenging questions.
- There are some good features of teaching seen in all lessons. For example teachers check pupils' progress and understanding and make sure that pupils are aware of what they are going to learn and what they need to do to be successful in their learning. All teachers have good classroom management skills and there are positive relationships with pupils.
- Teaching assistants make a significant contribution to pupils' learning throughout the lesson, especially for pupils who speak English as an additional language, as well as disabled pupils and those who have special educational needs. For example in a Key Stage 1 class a teaching assistant supporting a group of pupils who have special educational needs, made very good use of the interactive whiteboard to help them to create sentences.
- Pupils' work is marked regularly and teachers are beginning to use the information they glean to point out to pupils how they can improve their work. They are also making better use of this information to plan their next lesson. Marking is particularly effective in Years 5 and 6. Pupils are given opportunities to respond to teachers' marking by checking errors or completing further work.

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

- Behaviour is good. Pupils are polite and treat each other, adults and the school environment with respect. At break times they are aware of each other and, when moving around the school, are polite and courteous. During assembly they are respectful and listen intently.
- Pupils have positive attitudes to learning. They enjoy their learning and, as a result, they are keen to do their work, quickly settling to their tasks. In all classrooms there is a positive atmosphere that enables learning and teaching to continue without any disruption, even when the lesson lacks challenge.
- Pupils are proud of their school saying that teachers look after them well. The school provides a breakfast club where pupils are able to prepare for the day. It also provides an after-school club with activities that engage pupils well. In both settings, pupils behave well and staff are rigorous about the standard of care.
- Behaviour plans are used successfully throughout to help and support pupils who may sometimes find it difficult to manage their own behaviour and to concentrate on their work in lessons. They also help them improve their relationships with others.
- Pupils have a good understanding about different forms of bullying, including name-calling. The very few instances of bullying that occur in school are dealt with swiftly and effectively. Consequently, pupils feel safe and the vast majority of parents and carers agree that their children are well looked after. The school council created a leaflet on bullying to raise pupils' awareness and understanding. Pupils understand the behaviour policy and how it operates in school.
- Pupils' spiritual, moral, social and cultural development is reflected in their very positive relationships. They are very aware of the impact of their words and actions on others. For example, the 'Pennies of Kindness' is a system to encourage pupils' care and understanding of each other.

- Attendance is average and improving. The school works hard with parents and carers to help them to understand the importance of their children attending school regularly, which has had a positive effect upon attendance. The school has given good support to particular families and has successfully reduced the levels of persistent absence.

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

- Although leaders and managers have taken rigorous action to improve teaching by setting and monitoring challenging targets for teachers, some inconsistencies remain. They have also taken other steps including changes in staffing and in subject leadership, resulting in an improvement in teaching and achievement in English.
- Senior leaders and the governing body have a clear vision for the continued improvement of the school. The use of data to identify and respond to trends in pupils' attainment and progress is improving, although it is not yet sufficiently established to have had a marked impact on pupils' progress, particularly in mathematics.
- Subject leaders are keen to develop their roles and have produced action plans for improvement. However, their responsibility for keeping a close eye on how well pupils are doing and checking how good the teaching is remains under-developed.
- The needs of pupils for whom circumstances make them vulnerable are well met. School leaders support pupils' spiritual, moral, social and cultural development, for example through sporting, cultural and community activities.
- The focus on providing pupils with first-hand experiences in a range of subjects provides pupils with opportunities to write with a purpose.
- The school works hard to effectively involve parents and carers in their children's education. It ensures they are well informed about progress.
- Pupils who join the school throughout the year are helped to settle quickly and are acquiring basic speaking and listening skills and applying these to their writing. Through this and other ways, the school ensures there is no discrimination. However, its drive to ensure that all pupils have an equal chance to succeed is not yet fully successful as progress still varies between groups of pupils and between English and mathematics.
- Safeguarding arrangements meet statutory requirements.
- The local authority has supported the school in devising the raising attainment plan and helping to train governors.
- **The governance of the school:**
  - Since the previous inspection the governors have been very focused on supporting the school leadership. They have been actively involved in changing the way targets are set for teachers to improve their performance. This now provides information that is used to help them to make decisions about teachers' pay. Governors are receiving an extensive training programme to fully develop the skills required to enable them to monitor effectively the main areas identified in the school improvement plan. They have an understanding of how the school performs in relation to other schools nationally but have yet to use this information effectively to evaluate how well the school is improving its performance in key areas such as

mathematics. The governing body checks rigorously on the impact of spending decisions including those relating to monies allocated through the pupil premium. They are not yet, monitoring fully the impact of that spending in terms of pupil achievement.

## 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>	104939
<b>Local authority</b>	Telford and Wrekin
<b>Inspection number</b>	404962

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	501
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reg Snell
<b>Headteacher</b>	Susan Harris
<b>Date of previous school inspection</b>	21 March 2011
<b>Telephone number</b>	01952 387360
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