

Buildwas Primary School

Buildwas Road, Buildwas, Telford, TF8 7DA

Inspection dates 24–25 April 2013

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

Summary of key findings for parents and pupils

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

- Pupils' achievement requires improvement. They usually leave the school at the end of Year 6 with average attainment in English and mathematics, but some are capable of reaching higher standards.
- Too many pupils have not made good progress in their learning throughout the school. This is especially true of more-able pupils.
- The learning environment in the Early Years Foundation Stage is cluttered and resources are not always selected carefully enough to help children learn more rapidly. Adults sometimes miss opportunities to ask children questions while they are playing to help them learn.
- Although many lessons are now good, some still require improvement. The good learning that often now takes place has not been happening long enough to lead to pupils achieving well.
- Teachers do not always set work that takes into account what pupils can already do. They do not have consistently high expectations of how well their pupils can learn, and so do not always set hard enough work to stretch the more-able pupils.
- When learning activities do not interest and engage all pupils, a few find it hard to maintain their concentration.

The school has the following strengths

- Pupils feel safe and they enjoy school. Attendance is consistently above average.
- Pupils' behaviour in lessons and around the school is good. They are polite and thoughtful about others.
- Governors have acted decisively to strengthen school leadership.
- Leaders have an accurate awareness of the school's strengths, and are focused on the right priorities to improve it. The staff are committed to continuing improvement.
- The new headteacher has quickly tackled weaknesses in teaching, and teaching and learning are now improving strongly as a result. Reading is taught consistently well.

Information about this inspection

- The inspector observed eight lessons, of which three were jointly observed with the headteacher. In addition, several other short visits were made to observe learning within small groups. The inspector also listened to pupils read in lessons and within in a small group.
- A range of pupils' work was examined, and discussions held with senior and subject leaders about aspects of school life.
- The inspector reviewed a range of school documentation relating to safeguarding, the monitoring of teachers' performance, behaviour, attendance, and the school's own data on pupils' achievement.
- Discussions were held with the Chair and Vice Chair of the Governing Body, and a representative from the local authority.
- The inspector took account of 18 responses to Parent View, and other communications with parents and carers during the inspection. Staff were invited to complete a questionnaire and the seven responses to this were considered.

Inspection team

Clare Saunders, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school. Most pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium funding (additional government funding for certain groups, which in this school applies only to pupils who are known to be eligible for free school meals) is below average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or a statement of special educational needs is above average.
- A very small number of pupils attend alternative provision for the morning session at one of the local authority's speech and language centres.
- The headteacher was appointed in January 2013.
- The school meets the current government floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so it is good throughout the school and all pupils make good progress, by:
 - ensuring that learning tasks always build on what pupils already know and understand
 - making sure that more-able pupils have work that challenges them
 - planning learning activities that meet the needs of all pupils, so they are all interested and engaged in their learning.
- Make sure that children in the Early Years Foundation Stage learn and develop their skills more quickly by:
 - providing them with a well-chosen and well-laid-out range of indoor and outdoor learning resources
 - reorganising the timetable so that learning time is increased
 - improving the quality of interaction between adults and children, so that children are consistently encouraged to think about what they have learned.

Inspection judgements

The achievement of pupils requires improvement

- Information about the standards pupils reach shows that few make sustained good progress at any stage of the school. Most children enter the Early Years Foundation Stage with skills and knowledge at the levels expected nationally for their age. They usually leave Year 6 with broadly average standards.
- Results show that not enough pupils have achieved the higher levels of attainment at the end of Key Stage 1 or 2, as higher-ability pupils have sometimes not achieved their potential. They make slower progress than others in some lessons.
- Governors and school leaders have recently brought about significant improvements in pupils' progress. This has been accelerated since the arrival of the new headteacher. Pupils, especially the more-able pupils in Years 5 and 6, are now making good progress in lessons. This has yet to show in external results, and pupils' achievement over time is still not yet consistently good because pupils have ground to make up. The work seen in lessons and pupils' books shows that pupils are now making better progress in many lessons in other year groups too.
- Disabled pupils and those who have special educational needs, and those supported by the pupil premium, benefit from individual and small group support and additional resources. Both groups make similar progress to other pupils. In 2012, Year 6 pupils eligible for support through the pupil premium reached the same standards in English as their classmates, and were about a term behind them in mathematics. This gap is less than it was nationally between the two groups.
- The teaching of phonics (the links between sounds and letters) is consistently good, and pupils' achievement in reading is the strongest area in the school. There are established routines for reading at school and at home, and close tracking of pupils' reading books reinforces the expectation of frequent reading. Some books have been too easy or too hard for pupils to have encouraged good progress in reading in the past, but this is now being addressed by school leaders.
- The very few pupils who attend alternative provision to develop their speech and language skills make good progress, and the school carefully tracks how well they learn and their well-being.

The quality of teaching requires improvement

- Teaching over time has not been good enough to lead to good achievement. Much of the teaching is now good, but some still requires improvement, and the good teaching has not been established long enough to establish sustained rapid progress for the pupils currently in the school.
- Where teaching requires improvement, it does not always allow for more-able pupils to make the progress they are capable of. This is because teachers do not always have high enough expectations of how well all pupils can achieve, and learning tasks do not always build effectively on what the pupils already know and understand.
- The quality of teaching in the Early Years Foundation Stage is inconsistent. Although children learn well when they are focused on a learning task, time is not used well enough to maximise children's time spent on learning. The environment is cluttered. Indoor and outdoor resources

are not always selected carefully enough to consistently link different aspects of children's learning, and adults do not always join in play well enough and guide children's development. As a result, they do not get enough opportunities to consolidate and build on their numeracy and literacy understanding.

- Learning activities are not always selected to ensure that all pupils are interested and engaged. Consequently, a few pupils fidget and become distracted when learning as a whole class. This is often where teachers do not plan activities that sufficiently build on pupils' understanding and existing knowledge.
- In the lessons where teaching is good, teachers and teaching assistants regularly ask pupils probing questions to assess how well they are learning and quickly resolve any misunderstandings. Pupils respond well to this, and their pride in their work is evident in their written and oral work.
- Marking throughout the school is clear and consistent. Teachers mark pupils' work regularly, and their written comments are encouraging and helpful. This is especially true of the detailed marking of pupils' learning in literacy.
- School leaders have correctly identified strengths and areas to develop in teaching. They have acted to improve aspects such as more detailed planning and more detailed marking, especially in English. This is having an impact in the improved progress made by pupils in lessons observed during the inspection.
- As a result of careful allocation of pupil premium funding, together with additional support for disabled pupils and those who have special educational needs, pupils who are taught in small groups and on an individual basis receive extra support and challenge. Like others they are now often learning well.

The behaviour and safety of pupils are good

- Pupils feel safe in school. Their behaviour around the school and in lessons is courteous and considerate of others. Relationships between adults and pupils are strong, and pupils are clear that there is always someone they can talk to for help.
- Pupils have a clear awareness of how to keep themselves safe in a variety of situations, including using the internet and when out on the road.
- Pupils are adamant that there is very little bullying in the school. On the rare occasions when it does happen, it is due to pupils being unkind to each other and pupils are confident that it is swiftly and effectively dealt with by staff.
- Pupils' attendance has been consistently above average for many years. Pupils are punctual, as they are eager to come to school to learn.
- Pupils enjoy school and the opportunities they have to develop their spiritual, moral, social and cultural awareness. Whole-school assemblies, led by the headteacher, offer opportunities to reflect and celebrate aspects of school life, and taking part in a local arts festival allows pupils to represent their school in the community. Trips offer pupils the opportunity to develop their learning beyond the classroom.
- Pupils feel their opinions are listened to in a variety of ways. Individuals especially enjoy it when

they receive a special invitation in assembly to join the headteacher for tea to discuss aspects of their learning and school life.

- Pupils readily take on positions of responsibility and opportunities to help in school. For example, pupils in Years 5 and 6 enjoy helping younger pupils during wet playtimes, and Year 5 pupils become librarians.
- Pupils appreciate the newly introduced merit system, where they receive recognition for good work and behaviour.
- The views of parents and carers gathered during the inspection support this positive view of behaviour.

The leadership and management are good

- School leaders have an accurate awareness of the strengths and areas to develop, and have prioritised the right areas for improvement. This has brought about considerable improvements in teaching and pupils' achievement, especially since the arrival of the new headteacher in January 2013.
- The headteacher rigorously monitors the quality of teaching, and uses the results to carefully select training and support for staff in order to bring about improvements in pupils' achievement. Teachers have readily responded to the training opportunities by developing more detailed planning, highly informative marking in literacy, and more effective small group tuition. This has resulted in a marked improvement in how well pupils currently in the school are learning.
- The headteacher has changed the way subjects are taught to emphasise the development of pupils' understanding of key areas in English and mathematics, as well as their skills in applying this knowledge. These actions, together with increasingly close tracking of how well pupils are learning, have quickly brought about improvement in pupils' progress, and pupils enjoy the interesting opportunities now provided for them.
- The local authority has provided appropriate support for the school, especially in advising on how school leadership could be strengthened and further developed, and in supporting leaders throughout the school to develop their leadership skills.

■ The governance of the school:

- Governors have provided good strategic direction in strengthening leadership following a period of absence of the previous headteacher. Their decisive action in appointing a new headteacher and in supporting the existing leadership within the school has ensured that pupils now learn well in many of their lessons. They provide effective support and challenge to the headteacher. They have a clear understanding of pupils' achievement and the quality of teaching, and closely track how well both are improving. They are reviewing the expectations of staff who are on the upper pay scale, and review staff performance regularly to make sure all staff have challenging targets designed to rapidly improve pupils' achievement. They keep their skills and knowledge up to date through increasingly regular training. Governors check that the pupil premium is allocated appropriately, and has the desired impact on the achievement of eligible pupils. They make sure national safeguarding requirements are met.

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

Unique reference number	123356
Local authority	Shropshire
Inspection number	412350

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Michael Griffiths
Headteacher	Joanne Hillier
Date of previous school inspection	15 January 2009
Telephone number	01952 432135
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