

# The Wilfred Owen School

The Monkmoor Campus, Woodcote Way, Shrewsbury, SY2 5SH

**Inspection dates** 9–10 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well from their below-average starting points. Pupils achieve average standards by the end of Year 6.
- Good teaching, teachers' knowledge of pupils' past progress and high-quality support enable pupils to make good progress.
- Pupils know what they need to do to improve their work because staff mark their work thoroughly and make clear the next steps they need to take to move their learning on.
- Pupils are polite and courteous and their outstanding attitudes and behaviour make a significant contribution to their achievement. Pupils say that they feel safe in school.
- Leadership and management are good. Skilled leaders and governors have focused upon improvement through monitoring and evaluation, staff appraisal and training, so that standards and rates of progress have improved over the past year.
- Pupils' good spiritual, moral, social and cultural development is evident through all aspects of the very broad and exciting curriculum.

### It is not yet an outstanding school because

- Sometimes the work set by teachers is not challenging and pupils are not given enough opportunities to work independently of staff.
- While most teaching assistants are very skilled in supporting pupils, some do too much to help them.

## Information about this inspection

- Inspectors observed teaching in all classes and visited 15 lessons or parts of lessons. The headteacher shared in the joint observation of three lessons.
- Inspectors held discussions with pupils, parents, teachers, the headteacher, two members of the governing body and a local authority officer. They also examined the 17 responses to the online questionnaire (Parent View). Information on the school’s website was reviewed.
- Inspectors also met with the Head of the local Children’s Centre and the Strategic Head of Children’s Centres in Shropshire
- Account was taken of the 19 staff questionnaires returned to the inspectors.
- Inspectors looked at records of pupils’ achievement and heard pupils read. They looked at pupils’ work, judgements made by leaders about the quality of teaching, and the training activities undertaken to bring about improvement.
- Attendance was checked, along with safeguarding records, records of pupils’ behaviour, and the use of the pupil premium (additional funding provided by the government to support groups of pupils including those known to be eligible for free school meals and those who are looked after by the local authority) and the use of extra government funding for physical education.
- Plans for improvement were examined against the self-evaluation carried out by school leaders.

## Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

Jennifer Taylor

Additional Inspector

## Full report

### Information about this school

- Wilfred Owen School is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds and there are a few pupils from a wide variety of other groups.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- In 2013, the school met the government's floor targets, which set minimum expectations for progress and attainment.

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

- Make sure that every child always has a sufficient level of challenge and the opportunity to work independently or in groups without the close supervision of staff.
- Make sure that teaching assistants do not do too much to help pupils, and encourage them to try things for themselves.

## Inspection judgements

### The achievement of pupils is good

- Children start in the Nursery with skills which are generally well below expectations of their age group. Staff plan exciting activities because they quickly get to know children's learning needs. The indoor and outdoor environments are well organised with interesting equipment. Children persevere and concentrate on their activities across a wide range of areas of learning and make good progress.
- A small percentage of the children in the Reception class have not attended the school Nursery and join with skills which are well below those expected at their age. They settle quickly and access a wide range of exciting activities within the classroom and the outdoor environment so that they make good progress. Standards at the end of Reception are below those expected for their age.
- Pupils in Year 1 quickly develop understanding of phonics (linking letters and sounds) and apply this in their reading and writing. In the phonics screening in 2012, pupils achieved in line with pupils nationally. In 2013, results were lower because of the number of pupils with special educational needs. Evidence during the inspection showed that this has been addressed urgently and successfully through extra small-group support.
- In 2013, Year 2 pupils continued their good progress from their very low starting points and were closer to national expectations in reading, writing and mathematics.
- Pupils are keen to talk about their favourite authors and books, including Roald Dahl, C. S. Lewis and Michael Morpurgo. They read confidently and accurately with understanding, and parents are keen to support this at home. Skilled teaching assistants provide support in school and in extra classes so that gaps in achievement are closing.
- In 2012, results were low at the end of Year 6. Within this year group, a significant percentage of pupils had encountered severe disruption to their education and were supported by child protection plans because of serious difficulties outside school. This meant that some of these pupils, involved in very difficult circumstances over extended periods, had lost a great deal of ground during Years 3, 4 and 5, but were supported to remain in school.
- Current school results and work in books show that pupils in Years 3 to 5, including those who are eligible for the pupil premium, disabled pupils and those who have special educational needs have made good progress from their starting points, and are attaining standards in line with those expected for their ages. Pupils achieve well because staff use their good knowledge of pupils' learning and other needs to set interesting tasks, and provide good quality support.
- Literacy, calculation and mathematical skills are developed well across all subjects and there was evidence of some interesting and exciting opportunities for investigation and problem solving. For example, pupils in Year 2 used practical equipment to discover multiples of 3, and pupils in Year 4 used cubes to investigate rules about pattern.
- Pupils are given guidance about what success looks like in terms of punctuation and sentence structure. Writing is developing rapidly because pupils understand what is to be achieved and apply interesting use of language in all subjects.
- The pupil premium supports one-to-one tuition, reading support and other extra help for those

entitled to the funding. The school's tracking data show that this has been very successful in raising the achievement of these pupils, particularly now that it has been in place for longer periods.

- At the end of Y6 in 2012, pupils' attainment was low because of the proportion of pupils who had experienced disruption outside school. Pupils receiving the pupil premium funding were three terms behind similar pupils nationally. They were two terms behind their classmates in English, and one term in mathematics. Progress data for 2013 show that pupils for whom the school received the pupil premium funding achieved in line with their peers.
- Attainment for all pupils at the end of KS2 in 2013 was in line with pupils nationally.
- The extra funding for physical education is used to provide sports coaching and extra clubs outside school. School staff are attending the coaching so that they can make use of improved skills when teaching physical education.

### **The quality of teaching** is good

- Teachers in Nursery and Reception develop exciting activities in every part of the indoor and outdoor environment so that all children enjoy learning. Adults' care and guidance lead to confident learning for all groups.
- Teachers in all year groups assess what pupils already know and plan new learning for pupils of all abilities, including those who experience particular difficulties outside school. They set open-ended investigations and problem solving in mathematics so that pupils work independently or in groups.
- The special educational needs coordinator makes sure that the progress of groups or individuals with special educational needs is tracked carefully and that they receive good-quality support during and outside lessons, leading to good progress.
- The learning mentor and most teaching assistants make a valuable contribution to the learning and progress of all pupils within and outside lessons, especially for those who experience particular difficulties. Some teaching assistants sometimes give too much help to pupils.
- Marking and feedback by teachers is of high quality, helping pupils to know how to improve their work. Pupils are given time to follow up these improvement areas and then use what they have learned in their next pieces of work.
- All staff develop highly nurturing relationships so that pupils feel valued, concentrate on learning new skills quickly and confidently, and have good attitudes to their work.
- Where teaching is less effective, the level of challenge is not sufficient for all pupils to make maximum progress and this is often because staff give too much close guidance.

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

- Pupils' outstanding behaviour and attitudes make an excellent contribution to their learning and progress. They discuss challenging tasks very sensibly, and show high levels of respect for each other's views.

- The school has put into place very effective systems for supporting the development of pupils with extreme social and behavioural needs, demonstrating its commitment to inclusion. This has been highly effective in enabling those pupils who have experienced emotional difficulties to improve their behaviour to meet expectations in school. They settle quickly to their work and concentrate well so that they make good progress. Disruption of any kind, including low level, is rare.
- The behaviour of pupils and their attitudes to learning are exceptional. There have been no exclusions for over twenty years and the school regularly admits those excluded from other schools.
- Pupils who experience high levels of difficulties outside school are supported extremely well. They settle to learning confidently and quickly and share in the exciting activities offered.
- Pupils are extremely polite and courteous to adults and to each other and enjoy talking about their work. They talk excitedly about the wide range of clubs and opportunities offered by the school and they greatly enjoy the range of activities offered outside school time.
- Pupils talk with great excitement about the range of opportunities in the school grounds, and they work and play together sensibly and happily. They know how to keep themselves safe in and out of school, and they say that they feel safe.
- Pupils understand the many forms of bullying and say that bullying is very rare and that they would know how to get help if they needed it. They understand the risks and how to keep safe when using the internet.
- Pupils, staff and parents agree that behaviour is managed exceptionally well so that all pupils have the chance to do their best in lessons. It is an important strength and priority of the school and leads to outstanding pupil attitudes. Pupils are very proud of their school and of their behaviour.
- Extra help and support for pupils who experience difficulties in managing their behaviour is very effective in helping pupils to concentrate and make progress in all aspects of their development.
- Attendance is above average, and the school makes extensive efforts to support those pupils whose attendance falls below what is expected.

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

- The headteacher demonstrates an ambitious commitment to supporting every child to achieve well in relation to their starting points or, in some cases, the considerable disruption they have experienced outside school. This includes those who have not been able to make progress in other schools and those in the most difficult of circumstances. Governors and other school leaders share this ambition. Staff, pupils and parents support this vision.
- Leaders and governors attend an extensive range of training so that they understand their responsibility for pupils' achievement. As a result of this, pupils' achievement is generally good and, for some groups, is rapidly improving further.
- Governors, senior and middle leaders rigorously monitor every aspect of the work of the school in order to identify strengths and school development needs. Achievement for all pupils drives all activities in school. In the 2012 Year 6 class, where standards and progress were low overall,

outcomes were affected by the proportion of pupils who had experienced disruption outside school. The use of the pupil premium has enabled pupils with similar difficulties in the 2013 year group to make progress in line with their peers.

- Leaders' judgements about teachers' performance are based on pupils' progress across all aspects of their development and are used to arrange training for staff.
- The link between salary progression and pupils' achievement is understood by governors and staff, and more is expected of those teachers on the upper pay scale.
- The school's learning environment is vibrant and exciting across a wide range of subjects. For example, pupils' learning about famous people, like Nelson Mandela, is displayed to draw attention to social values. Sport and music are promoted within and beyond the school day in the very broad range of clubs and activities which are enjoyed by pupils.
- Pupils' spiritual, moral, social and cultural development is included in all subjects, and pupils are encouraged to think about the needs of others as they raise money for their favourite charities, including one in Romania.
- Strong partnerships have been developed with parents, and these support pupils' progress well.
- The strong commitment to tackling discrimination and promoting equal opportunities for all pupils in the school is reflected in good achievement.
- The light-touch support from the local authority has been welcomed by staff and governors.
- **The governance of the school:**
  - Governors are committed to fulfilling their statutory duties and undertake extensive training, including on safeguarding, finance, staff appraisal and the curriculum. High-quality monitoring and evaluation mean that they identify areas for development accurately and this leads to focused plans for improvement. Finance is managed carefully so that resources, including the pupil premium funding, are used effectively to raise achievement. Governors measure school effectiveness in terms of pupils' attainment and progress. They challenge school leaders and hold the school to account through a well-developed system of managing teachers' performance, emphasising its link with salary progression. They reward good teaching and have detailed plans in place to address any areas of underperformance. They ensure that the school meets its statutory duties with regard to safeguarding.

## 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>	123422
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	427131

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>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miles Kenny
<b>Headteacher</b>	Christopher Huss
<b>Date of previous school inspection</b>	23 June 2011
<b>Telephone number</b>	01743 282360
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