

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9153
Direct email: naik.sandhu@serco.com



15 September 2014

Ms Tracey Kelly-Freer
Headteacher
Perry Wood Primary and Nursery School
St Albans Close
Worcester
WR5 1PP

Dear Ms Kelly-Freer

Requires improvement: monitoring inspection visit to Perry Wood Primary and Nursery School

Following my visit to your academy on 12 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- Ensure the external review of the governing body is carried out and any subsequent findings are acted upon as quickly as possible.

Evidence

During the inspection, meetings were held with you, other senior leaders, the business manager, pupils, two members of the Governing Body including one of the co-chairs, and a representative of the academy trust to discuss the action taken since the last inspection. The academy's action plan was evaluated. Other documents were scrutinised including the latest achievement data analysis, information on safeguarding and behaviour and records of lesson observations.

Context

Since the last inspection there have been considerable staffing changes. Seven teachers have been replaced and one deputy headteacher has left. The senior leadership has been restructured so that there is now a deputy headteacher and four phase leaders, two of whom started in September 2014. There are currently two co-chairs of the Governing Body. The business manager responsible for the single central record was replaced in September 2014.

Main findings

There have been significant improvements since the current headteacher was appointed, initially acting from October 2013, and then substantive from May 2014. A first priority was to strengthen the senior leadership team and make a number of changes to staffing in order to eradicate weak teaching. As many teachers only started in September it is too early to see the impact of these changes yet.

Analysis of the 2014 tests and assessments shows a very mixed position. By the end of Key Stage 2 the percentage of pupils who achieved the expected level in reading, writing and mathematics improved over the previous year, but was still below last year's national average. Writing significantly improved for more able pupils but declined in reading and writing. Results went up for pupils receiving the pupil premium and those with disabilities and/or special educational needs, but went down for boys. At Key Stage 1 results declined in reading, writing and mathematics. No pupil achieved the highest level in writing or mathematics and very few achieved this in reading.

It is too early in the term to measure current progress of pupils but new systems have been set up to monitor and track pupil progress by different groups every six and a half weeks. Leaders have ensured that data at the end of the Early Years Foundation Stage and Key Stage 1 is accurate through internal and external moderation so that a baseline can be set to measure further progress. Teachers have responsibility for the data and newly appointed phase leaders are taking greater ownership in leading this and the subsequent pupil progress meetings. Leaders have high aspirations of the progress expected of pupils. Older pupils spoken to have noticed improvements in marking. Senior leaders' monitoring indicates that it is now being carried out more consistently and with greater impact. Pupils have seen this, particularly in mathematics, where extension tasks are set as part of marking and work set is more challenging. They say they have a clearer idea of what they need to do to improve.

A range of strategies have been introduced to promote speaking and listening, both inside and out of the classroom. Pupils take responsibility for a wide range of clubs including debating, languages and the school council where they can develop their speaking skills. There are wide curriculum opportunities including philosophy for all pupils and dedicated teaching areas. There are many trips, such as attending the

Tour of Britain bicycle race, that support pupils' learning and raise their aspirations. There are still some instances, according to pupils, where not everyone has an opportunity to participate orally in lessons.

Pupils say behaviour has improved with less disruption in lessons. They attribute this to "stricter" rules which are enforced consistently with a series of stepped sanctions. Rewards for behaviour and attendance are popular having been chosen by pupils themselves. A new monitoring system has been set up by senior leaders to track behaviour incidents and produce reports but is in the early stages of implementation.

The phase leaders are new in role but have already started to receive bespoke training as identified in their individual actions plans. Senior leaders and mentors are supporting them to ensure they take on greater responsibility for monitoring and holding teachers in their phase to account for pupil performance.

The headteacher has successfully communicated her vision of high achievement and extended opportunities to everyone spoken to in the school. The action plan is detailed with clear milestones and lines of accountability to track progress. Much has been done to improve communications with parents through a weekly newsletter and invitations to attend events such as assemblies and tours of the academy.

The external review of the governing body, recommended in the last inspection report, has not yet happened but is scheduled for later this term. The academy has ensured that gaps in safety checks have been addressed and a new business manager has been appointed to implement these.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the academy until its next section 5 inspection.

External support

The academy trust has provided significant support through the appointment of a midlands strategic lead officer. A thorough review is conducted every six and a half weeks which reports to a progress board. Training has been offered to new leaders. It has supported the academy in ensuring it meets all its safeguarding requirements. The trust has been the main vehicle for holding the academy to account to date and it recognises the need for the governing body to enhance its role in this aspect.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Worcestershire and the DfE - Academies Advisers Unit.

Yours sincerely

Mark Sims
Her Majesty's Inspector