

Outwoods Primary School

Southlands, Atherstone, CV9 1EH

Inspection dates 4–5 March 2015

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

Summary of key findings for parents and pupils

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

- Teaching has not been good enough to ensure that pupils make consistently good progress in mathematics and other subjects such as geography and religious education.
- The proportions of pupils attaining the expected levels in Year 6 were below the national averages in 2013 and 2014 in mathematics.
- Teachers do not always challenge pupils sufficiently in lessons, particularly the most able.
- Teaching in the early years is not consistently strong enough to enable children to reach the standards expected nationally for their age.
- Not all teachers have high enough expectations of what pupils can achieve. The work in pupils' books is not always good enough in quality or quantity.
- The school website does not include accurate information for parents about the curriculum, including in the early years, or the use of pupil premium funding.
- Marking and feedback by teachers are not always clear enough to enable pupils to improve or extend their learning, especially in mathematics.
- Behaviour is not consistently good. Pupils' attitudes to learning are not sufficiently strong. Disruption hinders progress in some lessons.
- Some leaders are new. Their roles in checking and improving teaching and learning are not fully developed.
- Leaders' and governors' views of the school are too positive because they have not taken enough account of the weak progress in mathematics. Their actions have focused on improving reading and writing. Mathematics has not been given the attention needed to improve teaching and pupils' progress.
- Leaders do not check the progress of different groups of pupils in all year groups rigorously to ensure they all achieve well.

The school has the following strengths

- The teaching of writing is good in all year groups and pupils achieve well in this subject.
- Improvements in the teaching of phonics (the sounds that letters make) have resulted in more pupils achieving the expected standard at the end of Year 1.
- An extensive range of visits and after-school clubs enrich pupils' learning.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- The caring and nurturing ethos ensures that all pupils feel safe and happy at school. Pupils know how to keep themselves safe.
- Pupils, and their parents, praise the school highly for the way staff support their personal as well as their academic development.

Information about this inspection

- Inspectors observed teaching and learning in all classes and visited 16 lessons, six of which were seen jointly with the headteacher or deputy headteacher.
- The inspectors looked at past and current information about pupils' progress. The work of past and current pupils in books and on display was assessed. An inspector listened to pupils from Key Stage 1 and 2 read their books and talked to them about their attitudes to reading.
- The inspectors met formally with small groups of pupils, as well as meeting pupils informally at playtimes and lunchtimes, to talk about their learning and ask their opinions of behaviour and safety.
- Inspectors held discussions with staff, parents, governors and a representative of the local authority.
- Inspectors looked at a wide range of documents, including those covering safeguarding and child protection, behaviour, and pupils' progress and attainment.
- Inspectors considered 30 responses to the online questionnaire (Parent View) and also took account of letters received from parents.

Inspection team

Michael Appleby, Lead inspector	Additional Inspector
Jatinder Virk	Additional Inspector
Alan Radford	Additional Inspector

Full report

Information about this school

- Outwoods Primary School is larger than the average-sized primary school.
- Most pupils are from White British backgrounds. Very few speak English as an additional language.
- The proportion of disadvantaged pupils supported by the pupil premium is above average. This is additional government funding provided to give extra support to pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is average.
- Children attend the Nursery part time in the morning or afternoons. Reception children are taught in two classes and attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- There has been considerable disruption to the leadership and teaching staff of the school since the previous inspection. The leaders responsible for English, mathematics, special educational needs, Key Stage 1 and Key Stage 2 are all new. Following recent appointments, there is now a full senior leadership team. Four other teachers are new to the school and three teachers have been on maternity leave.
- The school provides a breakfast club, which is open every morning from 7:45am.

What does the school need to do to improve further?

- Improve the quality of teaching so that pupils make at least good progress, particularly in mathematics, by ensuring that teachers:
 - set work that is consistently challenging and engaging for pupils, especially the most able
 - in the early years take all opportunities to develop children's literacy and number skills
 - eliminate disruptive behaviour in lessons
 - insist on a consistently high quality and quantity of work produced by pupils in all subjects
 - tell pupils clearly through marking what to do to improve their work, and make sure that pupils act on the advice given
 - monitor more closely the progress made by disadvantaged pupils in all year groups.
- Improve the effectiveness of leadership and management by ensuring that:
 - senior leaders use data more effectively to analyse the attainment and progress of different groups of pupils in all years
 - the leadership skills of inexperienced subject and other leaders are developed
 - subjects such as geography and religious education are taught in sufficient depth so that pupils make good progress in their learning
 - the school website meets statutory requirements regarding information to parents
 - governors make more effective and systematic checks on the quality of teaching and learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leaders have not made sure that all groups of pupils achieve as well as they should in all subjects, and especially in mathematics. They have not focused enough on the development of mathematics since the last inspection. Leaders are working successfully to establish an ethos where teaching, achievement and behaviour are routinely good or better, but have not yet had enough impact for it to be fully in place.
- The high turnover of staff during the past two years slowed the pace and impact of leaders' actions to improve the quality of teaching and pupils' achievement.
- Leaders' evaluation of the school's strengths and weaknesses is overgenerous because they have not taken weaknesses such as achievement in mathematics sufficiently into account. All National Curriculum subjects are planned for and taught but not always in sufficient depth to ensure good gains in pupils' knowledge and understanding.
- The school website does not meet statutory requirements. It does not give information about the effect of the pupil premium spending on the attainment of eligible pupils. It also does not include curriculum information for every subject in each academic year. The information about the curriculum in the early years is inaccurate.
- Staff responsible for leading subjects, and the learning and support of disabled pupils and those who have special educational needs, are new to their role. They have reviewed pupils' progress and attainment through visiting lessons and looking at pupils' work. They have correctly identified what needs to be done but have not yet put their plans for improvement into practice, so they have not yet been able to make an effective contribution to improving the school.
- Leaders do not check the work in pupils' books often enough to ensure consistently good achievement in all subjects. The work in subjects other than English and mathematics is not consistently high and some is poor. It is better in English, where areas requiring improvement have been addressed. The focus on writing has been successful in improving pupils' progress and achievement over the past year.
- The need to close the attainment gaps between disadvantaged pupils and others is high on the school's agenda and these gaps are narrowing. The pupil premium funding is also being used effectively to provide support for disadvantaged pupils' social and emotional development.
- The headteacher leads the school with a determination that every pupil will succeed and be safe and happy at the school. Discrimination is not tolerated and the school ensures that pupils learn and play together well. However, variations in the effectiveness of teaching and support mean that not every pupil has had an equal opportunity to succeed and some of these weaknesses remain. Nonetheless, the headteacher has a clear picture of what the school needs to improve and morale is high; all staff report that they have confidence in leaders to improve the school. The headteacher's recent actions have led to the achievement of current pupils rising and attendance improving. This demonstrates that the school has the capacity to improve.
- Recent improvements to the way teachers' performance is managed mean that they are now being held accountable for the progress pupils make in their class. The headteacher has set teachers challenging targets for pupils' progress and these are used to inform decisions about future pay and promotion.
- Senior leaders ensure that pupils' good spiritual, moral, social and cultural development helps to create a harmonious community. Core values such as tolerance, respect and honesty are fostered consistently throughout the school and so pupils are prepared well for life in modern Britain.
- Links with parents are a notable strength of the school. Those who responded to the online questionnaire or spoke to the inspectors in person were very positive about the way the school cares for their children. Most parents say they feel that the school is led and managed well.

- The primary sport premium has been used well to buy into a local sport network. This provides access to a large number and range of clubs and participation rates are high. Pupils enjoy taking part in the wide variety of sporting activities and competitions. The school is very successful in a range of local competitions. All these opportunities help to develop pupils' health and well-being.
- The school has had little contact with, or support from, the local authority since its last inspection until very recently.
- **The governance of the school:**
 - The governing body has not addressed inconsistencies in pupils' achievement well enough to ensure the school's performance is improved, particularly in mathematics. They know how well the school performs compared to other schools nationally. Governors are active in school and those who have areas of responsibility such as the provision for pupils with special educational needs have regular meetings with leaders to keep themselves informed about the effectiveness of actions being taken.
 - Governors ask leaders questions about improvements to the school based on information they receive about the quality of teaching and learning from the headteacher, their visits to see classes at work and discussions with pupils. However, these are not always sufficiently challenging or followed up rigorously to ensure rapid improvement takes place, for example regarding pupils' progress in mathematics.
 - The governors have established and effective procedures for the management of the headteacher's performance and that of teachers' pay and progression against their targets.
 - Governors make sure financial resources are used well to support pupils' learning within the new curriculum. They are involved in allocating the pupil premium and understand the use being made of the funding for primary school sport. However, they have not checked the impact of the funding sufficiently closely.
 - Governors ensure that the school's systems for safeguarding pupils are effective and meet national requirements, and that appropriate checks are carried out on all adults.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Learning in some classes is slowed when some pupils distract others from their learning by calling out, chatting or not responding quickly to teachers' instructions. While most pupils do as they are asked and try hard in lessons, some lose concentration and focus when work is not interesting or tasks are not well matched to their ability levels.
- When pupils are engaged and enthused by the activities teachers set for them they make good progress, demonstrate good concentration and show a positive attitude to their work and learning. This is not the case in all lessons or classes.
- The school has a clear behaviour policy. Pupils' conduct around the school, at lunchtimes and playtimes is polite, calm and sensible.
- The school's caring ethos nurtures pupils and ensures that they all feel safe. As a result, relationships among pupils and with staff are mostly positive and respectful. Pupils are mostly friendly and considerate to each other. Pupils are polite to adults and each other. The school promotes pupils' spiritual, moral, social and cultural development well.

Safety

- The school's work to keep pupils safe and secure is good. Child protection procedures are thorough and sensitive. The staff have a good knowledge of pupils whose circumstances make them particularly vulnerable and case studies show examples of effective work with parents and external agencies to make sure these pupils are catered for well.
- Pupils know how to stay safe and healthy. They are very aware of the dangers associated with using the internet and know what to do to keep themselves safe.

- Pupils know what bullying is and can describe the most common forms. They say that bullying rarely occurs. Pupils were confident that they are listened to and their worries will be dealt with promptly by staff.
- Attendance has improved. It is close to the national average. While persistent absence has reduced, it was still above average in 2014. The school is working hard with parents to improve this situation.

The quality of teaching

requires improvement

- The quality of teaching varies across the school, including in the early years. It has not yet been consistently good enough to ensure that pupils make good progress, particularly in mathematics, or to promote good behaviour. This is because teachers do not always challenge pupils, especially the most able, well enough in lessons to move their learning forward quickly.
- Teachers across the school, including the early years, do not always set activities that challenge and motivate pupils because their expectations of what pupils can achieve and how well they should behave are sometimes not high enough. Pupils are sometimes given the same activity and the level of challenge is not well matched to their ability, so not all pupils make good progress.
- Although some work seen by inspectors was of a high standard, especially in writing, some work in mathematics and other subjects was untidy and showed a lack of pride and care. The quality and quantity of work in pupils' books varied considerably. Handwriting skills across the school are inconsistent, although this is being addressed following the recent introduction of a new approach to handwriting.
- Observations of teaching and analysis of pupils' work show that most pupils are benefiting from the improvements made to the teaching of phonics, reading and writing over the past two years. However, the quality of teaching of mathematics is not reliably resulting in pupils making consistently good progress, especially for the most able pupils. Pupils are not being given work that challenges their understanding, because it is too easy or they are not moved on quickly enough once they have mastered skills.
- The effectiveness of teachers' marking is variable. There are examples of effective marking, particularly in pupils' English books, where most teachers give focused feedback to pupils about what they have done well and how they should improve their work. However, in other subjects, including mathematics, comments are unhelpful and do not clearly show pupils how to improve. Teachers do not always make sure that pupils respond to their marking in order to ensure progress.
- The progress made by disabled pupils and those who have special educational needs varies between year groups, because the quality of support and guidance they get also varies. Teaching assistants provide valuable support to these pupils in lessons to ensure that they understand fully what is being taught. However, the progress made in small groups outside lessons was seen to be less successful.
- The teaching of reading improved in 2014. Pupils are taught phonics effectively from the time they enter the Nursery or Reception class, and this helps them to read unfamiliar words. This means that pupils develop the skills to read texts that are appropriate for their ability. Teachers ensure that all pupils read regularly to an adult in school. As pupils' skills develop they are given good opportunities to apply their comprehension skills across the curriculum, especially in history.

The achievement of pupils

requires improvement

- The proportions of pupils at the end of Year 6 making nationally expected progress in reading, writing and mathematics during Key Stage 2 were close to the national averages. However, the proportions making good progress were below national comparisons for mathematics in 2013 and 2014.
- Pupils make faster progress in writing and reading than in mathematics. This is because they spend more time applying and practising writing skills in English lessons and other subjects. They express themselves clearly, using adventurous vocabulary, and use increasingly complex sentence structures as they get older.

An example of this was seen in Year 5 in their biographical writing about King Henry VIII and in a Year 6 lesson describing their time machine.

- Pupils enjoy reading. In 2014, pupils' attainment in the Year 1 phonics check improved and the results were similar to the national average. The girls did particularly well, and the proportion of girls meeting the standard was higher than average. The boys' results were lower, and below those of boys nationally.
- Disadvantaged pupils are closing the gap in attainment with their classmates and other pupils nationally. At the end of Year 6 in 2014, they were about one term behind other pupils nationally in reading, two terms behind in mathematics but one term ahead in writing. Compared to their classmates, they attained similar standards in reading and mathematics, and were two terms ahead in writing. The gaps in other year groups have not been monitored closely enough to ensure pupils make consistently good progress.
- The progress of disadvantaged pupils is similar to that of most other pupils in the school in all year groups, and sometimes faster. They are making the progress needed to catch up quickly. At the end of Year 2, in 2014, their attainment was only about six months behind their classmates in reading, writing and mathematics. Compared to other pupils nationally they were over six months behind in reading, writing and mathematics.
- The work seen in books shows that in some subjects, for example religious education and geography, pupils are not taught in sufficient depth to make good progress in acquiring subject-specific knowledge and skills.
- The achievement of the most able pupils requires improvement. Not all of these pupils make the progress they should, particularly in mathematics. This is because work is not always challenging enough for them and does not develop the depth of understanding they are capable of, or the range of skills they should acquire.
- The proportion of most able pupils reaching Level 5 last year was close to the national average in reading and writing, but below average in mathematics. Fewer pupils than average made expected progress in mathematics.
- The school's thoughtful and effective provision to meet the needs of disabled pupils and those who have special educational needs enables them to take a full part in lessons and school life. Progress for these pupils varies across the year groups depending on their particular needs. Their progress is checked carefully and work is planned to help them improve both academically and socially. Teachers and teaching assistants provide appropriate support during lessons.

The early years provision

requires improvement

- Teaching and achievement in the early years require improvement. Teachers' expectations and level of challenge are not always high enough to ensure that children make rapid gains in their learning. This was seen during a phonics lesson for the whole class, when children waited for some time for the adult to check their writing. Adults plan activities that children enjoy, but the activities do not always help children learn new skills quickly, consolidate learning or extend their language skills.
- Leadership requires improvement because it has not ensured that teaching has been strong enough to help children catch up quickly to reach a good level of development. Leaders have a good understanding of the abilities of the children in the Nursery and Reception classes and provide appropriate learning opportunities.
- Children start in Reception with skills and abilities in all areas of learning which are below those typical for their age, especially in communication and language and numeracy. Most children make expected progress but not enough make the rapid progress which will enable more of them to achieve the level of development expected by the end of this phase of their education. The number of children achieving a good level of development increased in 2014, but was still below that achieved nationally. About half the children have the skills and knowledge expected for their age when enter Key Stage 1, so they are not

prepared well for learning in Year 1.

- The children settle into the early years classes very well. They develop good attitudes to school and learning and so in this respect they are well prepared for Key Stage 1. Relationships between adults and children are positive. Children feel safe and are confident to ask an adult for help. The environment is calm and nurturing and children's behaviour is good. Adults actively encourage children to play and learn together, take turns and share resources.

- Very good links with parents help the children to feel safe and secure and so they settle quickly into the school's routines. In both the Nursery and Reception classes, children's personal, social and emotional development is particularly good.

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	136061
Local authority	Warwickshire
Inspection number	456299

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	397
Appropriate authority	The governing body
Chair	Cliff Bursnell
Headteacher	Beverley Dandy
Date of previous school inspection	5 March 2012
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