

Perry Wood Primary and Nursery School

St Albans Close, Worcester WR5 1PP

Inspection dates	6–7 July 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Inconsistencies remain in the quality of teaching in reading, writing, mathematics and spelling, punctuation and grammar. As a consequence, pupils’ attainment and rates of progress remain too variable.
- The proportions of pupils reaching the expected standard at the end of Year 6 this year were below average in reading, mathematics and grammar, punctuation and spelling.
- Pupils are given too few opportunities to solve mathematical problems and explain the reasoning behind their approach to solving the problems.
- Expectations of what pupils can achieve are not consistently high enough.
- Pupils are not always made fully aware of what they should do to improve their learning further as is expected by the school.
- Leaders and managers are unable to use the latest assessment information with enough precision to improve pupils’ achievement rapidly enough.
- Actions taken by leaders and managers, including governors, have had too little time so far to have an impact on pupils’ achievement.

The school has the following strengths

- Children in the early years progress well from their individual starting points. A growing proportion of children are well prepared to join Year 1 as a direct result of strong leadership in early years.
- The determined headteacher and effective governors have acted decisively to eliminate weak teaching.
- Pupils behave well. Their attitudes to learning are generally positive.
- The proportion of pupils reaching the expected standard in the phonics screening check increased this year because of improved teaching.
- The school has improved well since the previous inspection and continues to improve.
- Year 6 pupils this year reached the nationally expected standard in writing.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching across school to further improve pupils' achievement, particularly in reading, mathematics, spelling, punctuation and grammar by:
 - making sure all teachers have consistently high expectations of pupils
 - eliminating the remaining variable rates of pupils' progress
 - giving pupils more opportunities to explain their reasoning behind how they solve problems
 - increasing the proportions of pupils reaching the expected standards at the end of Year 6
 - fully challenging the most able pupils in lessons.

- Further increase the impact leaders and managers have on pupils' outcomes by:
 - more precisely using assessment information to drive faster improvement
 - ensuring all teachers consistently make sure pupils have a good understanding of what they must do to improve further by applying the school's marking and assessment policy consistently
 - fully embedding the actions taken by leaders and managers to secure improvement.

Inspection judgements

Effectiveness of leadership and management is good

- Strong and determined leadership and management have secured many improvements since the previous inspection. School leaders, governors and trust representatives have high expectations of pupils. This is shared by many staff and securely underpins the improvements that have been driven well by school leadership.
- The headteacher effectively leads a team of senior and middle leaders who are driven to ensure all pupils achieve as well as they might. The school motto of 'Roots to grow & wings to fly' encompasses the view school leaders take of those in their charge as they prepare them to embrace the opportunities of life.
- When weaknesses in teaching were identified, through robust checks carried out by senior leaders, they were tackled head on and dealt with firmly. Support is provided for those identified initially but if there is no improvement decisive action is taken. This has resulted in the high turnover of staff which many parents have noticed.
- Improvements can be seen over the course of this year in the regularity of teachers applying the agreed assessment and marking policy in pupils' books, but this is not consistently the case throughout the school.
- Senior and middle leaders have a good understanding of what needs to be done to secure and sustain further improvements in the quality of teaching and, in turn, pupils' achievement. English and mathematics leaders are set to move to using assessment without levels to improve the precision of their checks on progress.
- Senior and middle leaders undertake regular checks on the quality of teaching. This careful monitoring of the performance of staff has resulted in improvements in the quality of teaching.
- Teachers are provided with many opportunities to improve their teaching skills through training provided by the trust and beyond. For example, the proportion of pupils reaching the expected standard in the phonics screening check in Year 1 this year increased well after a dip last year, after phonics training that staff attended this year.
- Additional funding for school sports and the pupil premium is used well. Pupil premium funding is targeted to support pupils through a range of successful initiatives that are having a strong impact on their learning. For example, this year disadvantaged pupils in Year 6 made more progress in writing and mathematics than other pupils in the year group. This is also the case in some other year groups.
- Pupils gain a valuable insight into the importance of British values at Perry Wood because of the priority these are given by school leaders and all staff.
- Pupils see democracy in action through roles played by the elected members of their pupil parliament in everyday school life. Ministers are elected to important portfolios where they take their responsibilities very seriously. The parliament considered and passed the plans for the recently refurbished pupils' toilets. Pupils also gained first-hand experience of questioning a government minister when they met and asked a range of questions of the current secretary of state for education.
- The school promotes the social, moral, spiritual and cultural development of pupils effectively. In school this week, pupils engaged enthusiastically in the trust arts festival, where they participated in a wide range of activities. These enabled them to appreciate and reflect on art from different cultures.
- The curriculum is wide ranging and exciting. It is well designed to support pupils in their learning and is helping most to make good progress. Many visits to local sites of historical and geographical note, as well as a range of visitors to the school, enhance the curriculum provision. The wide range of after-school clubs available to pupils support learning effectively. Each week 33 clubs are available to pupils. Pupils cheerfully explain that they enjoy their learning.
- The deputy headteacher runs a nationally recognised programme that enables parents to work closely with the school to support their children's education. One parent spoke in glowing terms about how the programme helps and supports not just the pupils but parents as well. Parents clearly value this support.
- The many actions taken by school leaders to improve the school have so far had too little time to fully impact on the quality of teaching and on pupils' outcomes.
- **The governance of the school**
 - Since the previous inspection an external review of governance has taken place which has strengthened the ability of governors to ask challenging questions of school leaders about how they are tackling any underachievement. The minutes show governors question school leaders forensically about how they ensure that pupils who fall behind catch up. Governors carry out their statutory duties well. They do not accept teaching which is not of the highest standard and will only keep effective

teachers in this school because they believe only the best is good enough for pupils.

- The arrangements for safeguarding are effective. Robust systems are in place to record and log all concerns. Detailed analysis of all logged issues is carried out by those with responsibility for safeguarding to identify any emerging patterns, which are then acted on robustly. The school works successfully with a wide range of external partners to ensure that pupils are kept safe.

Quality of teaching, learning and assessment requires improvement

- There have been improvements to the quality of teaching since the previous inspection but its quality remains inconsistent. Many of these improvements have not yet had enough time to improve pupils' outcomes enough. The inconsistency means pupils make varying rates of progress across the school in many subjects.
- Too few teachers have high enough expectations of what pupils can achieve. A few teachers accept scruffy and untidy work from pupils, although improvements have been made recently. Presentation in a few books is poor.
- The agreed assessment and marking policy is applied inconsistently. Some work is unmarked and many pupils are unsure about what to do next to improve their work or make progress in their learning. Again, some recent improvement was seen during the inspection.
- Most-able pupils are not challenged as well as they could be in lessons. For example, in mathematics there are too few opportunities for pupils to explain the reasoning behind their approach to solving challenging problems. They are taught basic calculation skills but not given problems to solve which would deepen their knowledge and understanding.
- Assessment information is not used as well as it could be to drive improvement further. The use of two very incompatible systems has not helped in eliminating variable rates of pupils' progress. Higher than typical expectations of pupils' presentation were seen in mathematics books in Year 1, Year 3 and Year 4.
- The teaching of the sounds linked to letters (phonics) helps pupils to read well at a young age. Reading is taught effectively throughout the school. Older pupils spoke with an inspector about their love of reading, which is fostered by the school.
- Teaching assistants make a very strong contribution to learning in lessons and when working with small groups of pupils. Many teachers and teaching assistants have strong subject knowledge. This means they can question pupils forensically in great depth about their learning in order to challenge them further and help them to make fast progress.
- The caring and nurturing ethos that permeates school life supports pupils well in their learning. This is a key driver of pupils' success in learning. Pupils feel comfortable and willing to learn because of the support they receive. Pupils who have special educational needs and/or disabilities are well supported in lessons, helping them to make fast progress in their learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Parents and pupils are well supported by the school. The school works well with the local community to foster the inclusive and tolerant approach in which the headteacher and staff are firm believers. At a recent school event, groups from the local community were present and included representatives of the local lesbian, gay and bisexual community. They were treated with respect and courtesy by pupils and parents alike.
- The breakfast club is well attended and gives pupils a good start to their day with a hearty meal and an opportunity to socialise with their friends to discuss the day ahead.
- The 33 after-school clubs offered to pupils each week provide enjoyable opportunities for pupils to extend their learning while also meeting their welfare needs effectively. This has a positive impact on pupils' learning and preparation for life in the wider world by giving them experience of important skills for the future.
- Pupils say bullying is rare and is dealt with swiftly. School records show this is the case. A small number of racial incidents are logged in detail by the school and followed up robustly in line with school policy.
- Peer mediators resolve disagreements successfully if they arise occasionally on the playground. They are

overseen by the head boy who, when asked about his role, explained to an inspector, 'I guess I am a young version of the headteacher'.

- Pupils report that they feel safe in school. This view is supported by inspection evidence and the views of staff and the vast majority of parents.

Behaviour

- The behaviour of pupils is good. It has improved since the previous inspection because of the high expectations of behaviour by senior leaders and all staff.
- Pupils are polite and well mannered. They are respectful of adults and each other.
- Around school, in lessons and on the playground, pupils enjoy the company of each other. Pupils routinely hold doors open in corridors for adults and each other, giving a cheery greeting.
- The proportions of pupils who were regularly absent from school has been reduced well and pupils' attendance has improved. It is currently in line with the national average for primary schools. Classes compete to get the highest attendance during the school year. Pupils now realise how important it is to be in school. The walking bus, introduced by the school, has had a strong impact on improving pupils' attendance and punctuality.
- Occasionally a few pupils speak, or interrupt, instead of listening to their teachers when they are addressing the whole class in lessons.

Outcomes for pupils

require improvement

- From individual starting points pupils are making variable rates of progress in their learning in a range of subjects because of the inconsistencies which remain in the quality of teaching. Variable rates of progress are resulting in variations in attainment which can be seen in the latest results.
- Results this year for Year 6 pupils show that they were well below the national average, reaching the expected standard in mathematics, spelling, punctuation and grammar. Whilst still below, they were nearer to the average in reading. They were in line the average in writing.
- Attainment gaps between disadvantaged pupils and other pupils in the school and nationally closed well in 2015 for pupils at the end of Year 2. The opposite was true for pupils at the end of Year 6 in 2015. From their individual starting points, many disadvantaged pupils are currently making at least similar rates of progress to other pupils in the school.
- Pupils who have special educational needs and/or disabilities progress well from their individual starting points. This is because of the well-targeted support they receive in lessons and in small groups working with skilled teaching assistants.
- The most able pupils are capable of making more progress in their learning if they are challenged to do so consistently in lessons. As a group, their progress is less rapid than it should be.
- Parents are of the view that pupils do not progress as well as they might. This view is supported by the evidence seen during this inspection.
- From individual starting points that are below those typically expected for their age when children join early years, they catch up rapidly to reach a good level of development as they enter Year 1. Rates of progress have improved well since the previous inspection.
- The proportion of pupils in Year 1 reaching the expected standard in the phonics screening check has increased this year because of more effective teaching than previously. Attainment has improved since the previous inspection at the end of both key stages.
- Across the school, there are currently some large proportions of pupils reaching age-related expectations in reading, writing and mathematics. For example, in Year 3 over four fifths of pupils have reached these expectations.

Early years provision

is good

- Provision in the early years helps children to make fast progress so that the majority are well prepared for the next stage of their education.
- Additional funding to support disadvantaged children in their learning and development is successfully helping them to make similar rates of progress to other children in the school.
- Effective leadership of early years has led to many improvements since the previous inspection. These

improvements have had a strong impact on the progress that children make in their learning and development. There are no differences in the attainment of boys compared to girls because learning activities have been adapted so well to meet the needs of boys effectively.

- Teaching is effective in both the Nursery and Reception. The early years team works closely to ensure that the needs of the children are fully met.
- Transition into and out of early years is seamless because of the diligent approach of all members of the early years team.
- There is a designated safeguarding lead in the Nursery who ensures children are kept safe. Staff work closely with a wide range of external agencies to support children effectively. Statutory requirements are met.
- The indoor and outdoor learning areas are exceptionally well designed to support effective learning and development. The use of car registration plates on the nursery fence introduces children to letters and numbers at a very early age in an accessible format to support their learning.
- Resources are carefully selected to stimulate and engage young children. One child spoke excitedly with an inspector about the roast dinner he had just cooked in the mud kitchen before wiping his muddy hands on the inspector's trousers. Learning is exciting in the early years.

School details

Unique reference number	139001
Local authority	Worcestershire
Inspection number	10012431

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor led
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The Griffin Schools Trust
Chair	Mike McCreedy
Headteacher	Tracy Kelly-Freer
Telephone number	01905 354800
Website	www.perrywoodprimary.co.uk
Email address	office@perrywood.worcs.sch.uk
Date of previous inspection	11–12 June 2014

Information about this school

- This school is a larger than average-sized primary school.
- The proportion of pupils supported by the pupil premium funding (additional funding for pupils known to be eligible for free school meals and children looked after by the local authority) is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.
- Early years provision is part time in the Nursery and full time in the Reception class.
- The school provides a breakfast club and after-school clubs for pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.
- The school is supported by the Griffin Schools Trust.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in lessons and part lessons. Two part lessons were observed jointly with the headteacher and deputy headteacher.
- Meetings were held with senior leaders, school staff and the chair and vice chair of the governing body. The lead inspector also spoke with two representatives of the academy trust.
- Inspectors held discussions with parents and groups of pupils. Inspectors also spoke informally to pupils in lessons, during breaks and lunchtimes.
- Inspectors scrutinised the work that pupils produced during lessons and in a wide range of their books over time. They also listened to a small number of pupils from Year 1 and Year 2 reading.
- Inspectors closely observed the work of the school and looked at the latest school performance information showing the progress that pupils are currently making.
- Other documentation scrutinised included plans for school improvement, safeguarding information, behaviour logs, attendance records and minutes of governing body meetings.
- Inspectors took account of 54 responses to a parent questionnaire circulated recently by the school, as well as 43 responses to the online questionnaire (Parent View) and two letters from parents. Inspectors also considered 14 responses to the online staff questionnaire, 11 emails received from staff and 41 freeview text responses.

Inspection team

Declan McCauley, lead inspector	Ofsted Inspector
Margaret Newton	Ofsted Inspector
Paul Whitcombe	Ofsted Inspector

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