

# Buildwas Academy

Buildwas Road, Buildwas, Telford, Shropshire TF8 7DA

## Inspection dates

15–16 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The leadership team has a detailed knowledge of the school's strengths and areas for improvement. The team evaluates the school's performance accurately and constantly seeks ways to bring about further improvement.
- Leaders are determined that all pupils will have a positive experience of school. Their vision that provision will meet the individual needs of all pupils is shared by staff at the school. As a result, most pupils make good progress in a variety of subjects across the curriculum.
- Governors are strongly committed to the school and improving provision for its pupils. They carry out their roles with professionalism and provide effective challenge and support for leaders. They ensure that safeguarding is effective.
- Leaders have brought about significant improvement to the quality of teaching. As a result, teaching across the school is typically good. Teachers have secure subject knowledge in all areas of the curriculum and use this to plan lessons that meet most pupils' needs. Occasionally, in mathematics, the most able pupils complete work they find too easy before they tackle more challenging tasks. This means that some pupils do not make the progress of which they are capable.
- Teachers ensure that pupils acquire a good understanding of grammar, punctuation and spelling rules. Pupils have opportunities to apply their knowledge in writing tasks in a variety of subjects across the curriculum. However, in some year groups, teachers' expectation of the amount of writing pupils can produce is too low.
- Children in the early years make good progress throughout the year. They enjoy coming to school because they are interested in their learning and because they are well looked after.
- Pupils with special educational needs and/or disabilities (SEND) receive high-quality support based on their individual needs. As a result, this group of pupils make strong progress from their starting points.
- Leaders have planned a broad and balanced curriculum that builds subject-specific knowledge and skills through each key stage. However, in some year groups and in some subjects the most able pupils are not provided with sufficient challenge.
- Pupils behave well and have positive attitudes to learning. Relationships between pupils of all ages are good. Older pupils are very nurturing towards others in lower year groups.

## Full report

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

- Further improve the quality of teaching, learning and assessment, by:
  - ensuring that the most able pupils are moved on to more challenging tasks in mathematics as soon as they are ready
  - developing the stamina and resilience of pupils in key stage 1 and lower key stage 2 so that they produce longer pieces of writing
  - challenging the most able pupils so that they achieve the higher standards of which they are capable in the foundation subjects of the curriculum.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The executive principal and the executive assistant principal work together in an excellent partnership. They know exactly what is working well in the school and what needs further development. They are ably supported by the wider leadership team and together they focus on improving every aspect of provision at the school.
- Leaders provide clear and detailed feedback to teachers and teaching assistants about how they can further improve their practice. Leaders identify training needs from the information they get from their visits to lessons, checks on the quality of work in pupils' books and reviews of pupils' progress in a range of subjects across the curriculum. Teachers appreciate the personalised development plans because they understand how they contribute to ensuring that the overall quality of teaching at the school is securely good. Everyone who responded to the staff survey agreed that they are encouraged, challenged and supported by leaders. Staff morale is high throughout the school.
- Leaders ensure the accuracy of teachers' assessments by providing opportunities for staff to work together within the multi-academy trust (MAT), and with their peers from other schools, to moderate their judgements of pupils' work. Leaders make termly checks on the progress that pupils make so that they can provide additional support where it is needed. As a result, most pupils achieve well across the school.
- Senior leaders ensure that middle leaders understand their roles and responsibilities well. Subject leaders have a thorough understanding of the curriculum area they lead, and they are able to provide effective support for teachers in both schools within the MAT.
- Leaders have accurately identified the barriers faced by the small number of disadvantaged pupils in the school. Additional funding is used effectively to support the academic progress and personal development of disadvantaged pupils. As a result, disadvantaged pupils make similar rates of progress to other pupils in the school.
- The physical education (PE) and sports premium funding is used well. Pupils can participate in many different sports in PE lessons and in after-school clubs. In addition, pupils have plenty of chances throughout the year to participate in competitions with other local schools. For example, last year, pupils in key stage 1 entered a cross country competition, while in key stage 2 pupils took part in a Paralympic-style competition. Leaders also use the funding to develop teachers' expertise and to ensure that all PE equipment is of good quality.
- Funding for pupils with SEND is used effectively. Leaders have a thorough understanding of the individual needs of this group of pupils and so the additional support they receive is well tailored to their needs. Consequently, pupils with SEND make strong progress from their different starting points.
- Leaders have developed a broad and balanced curriculum. Learning opportunities are organised so that pupils acquire subject-specific knowledge and develop subject-specific skills. Leaders have sought to make clear and meaningful links with the local community, for example through projects such as one on the First World War and another on farming. Leaders ensure that pupils build upon what they know and can do

as they progress through each key stage. However, in some year groups, and in a range of subjects, the most able pupils are not sufficiently challenged. This limits the progress that these pupils can make.

- Pupils develop a secure understanding of British values and how these are part of their everyday lives. Pupils vote for house captains and to make decisions about which charities to support. They learn about British culture, for example the roles of members of the royal family, alongside a wide range of cultures different to their own. Leaders promote pupils' spiritual, moral, social and cultural learning through all aspects of the curriculum. Therefore, pupils are well prepared for their future lives in modern Britain.
- Parents are highly positive about the work of the school. They particularly praise the care for each individual child and the close community at the school. One parent told the lead inspector that the school 'feels like an extended family'.

### **Governance of the school**

- Governors demonstrate whole-hearted commitment to the success of the school and for all pupils. They are proud to be part of school and they share leaders' ambitions to bring about further improvement. Governors access a range of professional development opportunities; this includes training to ensure that they meet their statutory safeguarding responsibilities, including how staff are recruited.
- Governors have an accurate understanding of the strengths and weaknesses of the school. This includes knowledge of how additional funding is used for sports and disadvantaged pupils, and the impact this has on pupils' outcomes and their personal development and welfare. They use this knowledge to challenge and support leaders appropriately, for example through questioning during meetings and when they make regular visits to the school through their class and link roles.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- A strong culture of safeguarding is firmly established throughout the school. Leaders ensure that staff have a clear understanding of what to do if they have any concerns about pupils' safety. Leaders ensure that staff have up-to-date training and that they receive regular updates, including information about the 'Prevent' duty in order to protect pupils from radicalisation and extremism. Child protection records are stored securely. They include detailed and relevant information that has been shared by other professional agencies.
- Pupils say that they feel safe in school. They explain confidently that there is always someone to listen to them if they need to talk to an adult, and that there is a 'worry box' that is checked daily. Parents, including those who spoke to the lead inspector during the inspection, are confident that their children are safe and well cared for. They are particularly pleased about the updated security measures that leaders have put in place.

## Quality of teaching, learning and assessment

Good

- Under the effective leadership of the executive principal and the executive assistant principal, the quality of teaching, learning and assessment have improved significantly since the academy opened. For example, leaders have introduced an assessment system that ensures that all teachers have a thorough understanding of pupils' starting points and any additional needs they may have. Teachers intervene swiftly if any pupil is at risk of falling behind.
- Teachers have strong subject knowledge in all areas of the curriculum. They use this to plan tasks which capture pupils' interest and, as a result, engagement in lessons is high. Teachers explain tasks clearly, so that pupils know exactly what they have to do. In most classes a high proportion of pupils are working at standards that are typical for their age. Sometimes, teachers do not take enough account of what the most able pupils can already do. Occasionally, tasks for these pupils are too easy and do not provide sufficient opportunities to allow them to deepen their knowledge and understanding.
- Relationships between staff and pupils are positive throughout the school. Teachers expect pupils to work hard and do their best. They provide feedback to pupils verbally and in their books about what they have done well and what they could improve. Pupils work cooperatively with one another and enjoy sharing their ideas. They are confident learners who are not afraid to make a mistake. Teachers and teaching assistants work together well to ensure that any additional support provided to pupils has a positive impact on the progress they make.
- Phonics (letters and the sounds they represent) is taught well. Pupils learn about letters and the sounds they make from an early age. Teachers build on this knowledge well in key stage 1 and, as a result, pupils become confident, fluent readers who demonstrate a good understanding of the books they are reading. Teachers ensure that pupils in key stage 2 have plenty of opportunities to read and discuss texts linked to curriculum topics, alongside reading fiction books by a variety of authors.
- Teachers ensure that pupils develop a secure understanding of the features of different types of writing. In addition, pupils acquire an age-appropriate understanding of grammar, punctuation and spelling rules. Pupils have opportunities to apply this knowledge when they write longer pieces in a wide range of subjects across the curriculum. This is particularly successful in upper key stage 2, where most pupils produce high-quality pieces of writing including stories, diary entries and reports. However, in some year groups pupils do not produce enough writing in the time they are given. This limits the progress they make towards reaching the standard of which they are capable.
- Pupils develop a secure understanding of calculation strategies in mathematics. Teachers plan regular opportunities for pupils to apply these strategies in problem-solving tasks in a wide range of mathematical topics. Teachers model the use of mathematical vocabulary very well and they have high expectations that pupils will use this language in their own explanations. As a result, pupils develop good reasoning skills from an early age. Teachers plan tasks that will challenge pupils, including the most able, to deepen their knowledge. Occasionally, pupils must complete work they find easy before they get on to the more challenging tasks. This slows the progress of

the most able pupils.

- Homework is set in line with the school's policy. Tasks are set that consolidate learning in English and mathematics. In addition, some homework tasks are linked to carrying out research for new topics that pupils are learning about.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and most have positive attitudes to learning. They are welcoming to visitors and are happy to talk about the school and what they are doing.
- Pupils are proud to attend the school. They say they would recommend it to others because everyone is friendly and cares about each other. Pupils are adamant that there is no bullying at the school. One pupil told me that it 'really is a small school with a big heart' in a reference to the school's motto. There is a real sense of nurture throughout the school and older pupils are very keen to help younger pupils at breaktime and lunchtime.
- Leaders ensure that pupils learn about how to keep themselves safe. For example, they learn about road and water safety. They are aware of the risks that strangers can pose, and they know how to use technology responsibly. In addition, pupils understand what it means to have a healthy lifestyle. Pupils told me that their school lunches are 'healthy and delicious' and that they have many opportunities to take part in sports activities to keep fit.
- Pupils are proud of any additional responsibilities they have. This includes being a librarian, a bronze ambassador or a house captain. Pupils are also keen to help others who are less fortunate than themselves. For example, following a project on farming in Ethiopia, pupils organised a charity event to contribute towards the cost of a cow to enable a family in Africa to be self-sufficient.
- Pupils develop an understanding of cultures and religions different to their own. They say that anyone would be welcome at their school, regardless of their race or religion.

### **Behaviour**

- The behaviour of pupils is good.
- Most pupils conduct themselves well in lessons and as they move around the school. Pupils tackle tasks with enthusiasm and most pupils complete their work to the best of their ability.
- Pupils told me that everyone understands the rules and that almost everybody behaves well. They agreed that teachers apply the rules fairly when someone misbehaves.
- Leaders work hard to ensure that pupils attend school regularly, and over the last few years overall attendance has steadily improved so that it is at least in line with national averages. Leaders promote good attendance through celebration assemblies and newsletters. However, a small number of pupils take holidays during term time and this

means that the proportion of pupils who are persistently absent from school is above the national average.

## Outcomes for pupils

**Good**

- There are very low numbers of pupils in each year group. Therefore, it is unhelpful to make year-on-year comparisons of pupils' achievement at the end of each key stage. The school's assessment information and work in current pupils' books show that they make good progress in reading, writing and mathematics.
- The proportion of pupils who achieve the expected standard in the Year 1 phonics screening check has been in line with national averages over the last two years. Pupils enjoy reading and by the end of key stage 1 many are fluent, expressive readers who have a secure understanding of what they have read. Pupils develop a love of reading during key stage 2. They read widely and can explain their preferences about authors and genres well.
- Disadvantaged pupils make similar rates of progress to other pupils in reading, writing and mathematics. However, the proportion of pupils working at greater depth is lower than that of other pupils.
- Pupils with SEND make good progress in a range of subjects, including reading, writing and mathematics, from their starting points.
- Most pupils achieve well in a range of subjects across the curriculum. Attainment in science at the end of key stage 1 and key stage 2 was above the national average in 2018. Pupils' books show that they make good progress in all subjects across the curriculum throughout each key stage. However, in some year groups the most able pupils are not challenged as well as they could be to deepen their understanding in some subjects. This limits the progress that they make and their ability to reach the higher standards of which they are capable.

## Early years provision

**Good**

- The early years leader knows the strengths and areas for improvement within the setting. She ensures that information about the quality of teaching and the progress that children make is used to inform her plans for improvement.
- The quality of teaching is good. The early years leader organises appropriate training for staff that further improves their practice. This includes ensuring that all adults have a secure understanding of how young children learn and how to assess this. External moderation confirms that adults' judgments about children's attainment are accurate.
- Adults understand each child's individual needs and strengths and the next steps they need to make. This information is used to plan learning opportunities that are matched to children's needs and interests. Consequently, most children, including those who are disadvantaged, make good progress from their starting points. Children are academically, socially and emotionally well prepared for Year 1.
- The learning environment reflects all aspects of learning, with reading, writing and mathematics promoted in all areas and work stations. Resources are of good quality

and are organised to be easily accessible to children to promote their independence. During the inspection, children demonstrated high levels of concentration in a range of tasks, including writing, working with numbers and creating patterns. Occasionally, adults plan tasks that have fixed outcomes and the materials children use are chosen for them. This can limit children's creativity and the opportunities they have to lead their own learning. However, leaders have plans in place to further develop this aspect of teaching and learning.

- Children enjoy learning outdoors, where they have access to a range of large equipment that helps them to develop their physical skills. During the inspection, children were observed sharing resources and taking turns with one another.
- Children behave well. They establish secure relationships with adults and with one another. Children enjoy the activities that are on offer and demonstrate confidence when talking to visitors about what they are doing.
- Parents are very positive about the education their children are receiving. Relationships between home and school are strong and parents value the care adults give to their children. Parents can access information about their children's progress through the school's online assessment system and at termly parents' evenings.
- All welfare requirements are met, and the children are happy, well cared for and safe.



## School details

Unique reference number	142575
Local authority	Shropshire
Inspection number	10053518

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	58
Appropriate authority	Board of trustees
Chair	Mrs Anne Bates
Executive Principal	Mrs Wendy Moore
Telephone number	01952 432135
Website	<a href="http://buildwasacademy.com">http://buildwasacademy.com</a>
Email address	<a href="mailto:Wendy.moore@taw.org.uk">Wendy.moore@taw.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Buildwas school converted to become an academy 1st February 2016. When its predecessor school, Buildwas Primary School, was last inspected by Ofsted it was judged to be inadequate. It is one of two academies that are part of the Priorslee Multi-Academy Trust (MAT). The executive principal leads both schools in the trust. There is also an executive assistant principal at Buildwas.
- The MAT has a board of trustees and each school has its own advisory board which includes members of the trust. The advisory board reports directly to the trust board. The trustees, through the scheme of delegation and funding agreement with the Department for Education, has oversight of the academies within the trust. The trust board has direct responsibility for the management and devolvement of governance, finance and human resources for both schools.
- This is a smaller-than-average-sized primary school.
- The vast majority of pupils are White British.

- The proportion of pupils with SEND is above the national average.
- The proportion of pupils who are disadvantaged and eligible for the pupil premium is below the national average.

## Information about this inspection

- The lead inspector observed learning in every class. All of the observations were carried out jointly with a member of the leadership team. The lead inspector looked at pupils' books from across a range of subjects with school leaders. The lead inspector heard pupils read.
- The lead inspector talked to pupils from various year groups. Meetings were held with the executive principal, the executive assistant principal, the director of studies and the early years leader. The lead inspector also met with members of the trust and members of the advisory board.
- The lead inspector reviewed a range of documents provided by the school, including: the school development plan, assessment information and records relating to behaviour and safeguarding of pupils.
- The lead inspector spoke to parents to gather their views and took account of the 20 responses, including 13 text messages, to the online Ofsted survey, Parent View.
- The lead inspector also took account of the 10 responses to the staff questionnaire and the four responses to the pupil questionnaire.

## Inspection team

Jo Evans, lead inspector

Her Majesty's Inspector

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