



Buildwas Primary School

Inspection Report

Unique Reference Number 123356
LEA Shropshire
Inspection number 281453
Inspection dates 12 January 2006 to 12 January 2006
Reporting inspector David Driscoll RISP

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

Type of school	Primary	School address	Buildwas
School category	Community		Telford
Age range of pupils	3 to 11		Shropshire TF8 7DA
Gender of pupils	Mixed	Telephone number	01952 432135
Number on roll	70	Fax number	01952 432965
Appropriate authority	The governing body	Chair of governors	Mr Michael Griffith
Date of previous inspection	4 March 2002	Headteacher	Mrs Helen Whittaker

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Buildwas is a very small, rural primary school where most pupils come from a relatively affluent area. No pupils come from minority ethnic groups. Around one in three pupils has learning difficulties, which is a much higher proportion than the national average. As the school is small, each class, other than the nursery, has a wide range of pupils of different ages and abilities. In some years, many pupils join the school late, while in other years all pupils have been at the school since the start of their education.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Buildwas Primary school is a well-led, happy community that provides a good education for its pupils by ensuring all are well cared for and treated equally. Pupils make consistently good progress, both in their academic studies and in developing their attitudes. Pupils behave well and their attendance is above average. They develop a good sense of what is right and wrong, but their understanding of different cultures is not as well developed. The quality of provision in the Reception class is good. Children make good progress in all areas of learning due to the good teaching and the good range of interesting practical activities provided. By the end of Reception standards vary considerably from year to year, but this year they are average. Teaching is equally as good in the rest of the school, where teachers set demanding work that makes pupils think hard, although they do not always check frequently enough in lessons that the demands are being met. The school's view of its performance is accurate and matches that of the inspectors. Managers have had a good impact on improving aspects such as standards, attendance and achievement since the previous inspection, and these continue to improve. The school provides good value for money.

What the school should do to improve further

- Ensure teachers check on how well different groups within classes are doing more frequently to make sure pupils are achieving as well as they should during lessons.
- Improve pupils' understanding of other cultures, especially those represented in Britain today.

Achievement and standards

Grade: 2

Standards at the school vary considerably from class to class, and from year to year, because the numbers in each year are very small. However, the progress pupils make is usually good in all years in meeting targets set by their teachers. Children usually join Year 1 with average standards and make good progress in the Nursery and Reception class. Standards at the end of Year 2 and Year 6 last year, as measured by the national tests, were average. However, these pupils made good progress, because in both year groups the proportion of pupils with learning difficulties was very high. The work of the pupils currently in Years 2 and 6 is of a higher quality, because there are far fewer pupils with learning difficulties. There were one or two problems in Year 2 last year, where some pupils could have done a little better in their writing, but these have been quickly acted upon and are no longer issues. The school's good way of setting work that is matched to the individual ensures that all pupils make equal progress. Higher attainers will do very demanding work, such as understanding electron flow in science, while those with learning difficulties make great strides in improving their reading, writing and mathematics. The quality of presentation and handwriting of many such pupils is particularly impressive. Those that join the school late are helped to settle in very quickly, so they make equally good progress.

Personal development and well-being

Grade: 2

Pupils become confident learners and are nurtured and challenged supportively. They enjoy school; as a result, attendance is improved and is above average. Behaviour and attitudes are good. Older pupils commented, 'People are really polite at the school, behaviour is much better than it used to be'. Pupils appreciate being valued, consequently, relationships are very good and pupils feel safe. The pupils' moral and social development is strong and is seen when Year 6 prefects help younger pupils. Spiritual development is good. Cultural development is satisfactory, because pupils could be much more aware of different cultures represented in Britain today. Pupils accept responsibilities diligently, for example, serving as school councillors or organising playground equipment. Pupils commented, 'We like the jobs we have to do, especially when they help people'. Pupils understand healthy and safe life styles. They choose well-balanced meals from a menu and from fruits at break-time, one pupil stating, 'I chose this apple because it's good for you'. Pupils contribute well to the community through raising funds, harvest gifts to homeless people and inviting people to Christmas, Easter and other events. Pupils are particularly well-prepared for the future, understand what is expected of them, achieve well and learn to write curriculum vitae and attend 'World of Work' presentations.

Quality of provision

Teaching and learning

Grade: 2

Pupils enjoy their education because the good teaching provides tasks they find interesting and challenging. Lessons invariably get off to a quick start, where teachers use their excellent questioning to make sure pupils have completely understood their previous work. Teachers never simply provide answers for pupils. They tease out responses by giving pupils time to think for themselves. Questioning also improves pupils' literacy skills, by making sure they always use the correct vocabulary. Often this is very demanding, such as 'simile' and 'metaphor' in Year 3 and shows that expectations are high. Teachers know the importance of setting work that is at just the right level of difficulty for individuals in classes with such a wide range of ages and abilities, and they do this well. However, teachers sometimes spend too long with a single group and are not aware that others may have finished or become stuck. The teaching assistants are used very well. They plan their work with teachers so that their skills can be used to best effect. The work provided for pupils with learning difficulties is as demanding as it is for other pupils. The patient prompting and support of teachers and teaching assistants ensures such pupils make the same good progress as others. Throughout the school, teachers insist on high standards of behaviour and levels of concentration. As a result, pupils are prepared to work hard and complete their tasks.

Curriculum and other activities

Grade: 2

pupils' enthusiasm and matches their needs successfully. It is broad and balanced and is enriched by the teaching of French and by a very good range of clubs and activities, such as a 'healthy eating club'. Other initiatives, for example, links with the Belmont Arts Centre and work to gain a 'Safe School Accreditation' also strengthen pupils' learning. Pupils speak positively about these opportunities: 'I like the walks around the local area.' "I like the sports clubs especially cross country running'. 'In class 3 we use lap top computers a lot – every day in fact. We research and make suggestions about our work'. Issues identified by the last inspection, including improving indoor and outdoor accommodation for children in the Nursery and Reception have been addressed fully enabling children to enjoy well-planned experiences in all the required areas of learning.

Care, guidance and support

Grade: 2

Warm, consistent care, guidance and support meet the pupils' differing needs and assist their good achievement. The staff know the pupils well and use assessments of pupils' work effectively to identify their needs. The school is an inclusive community where all pupils are supported equally. High expectations of good behaviour, positive attitudes and regular attendance are applied consistently. In response, pupils behave well and apply themselves enthusiastically to their learning. The staff support pupils with learning needs well and are proficient in obtaining specialist outside support when necessary. The school recognises that several policies are in need of review and plans to update staff training in child protection, nevertheless pupils are well cared for. However, pupils enjoy school knowing that vigilant staff ensure their safety. One child commented; 'The people in this school are friendly and help you when you need it most'. The parents appreciate the way their children are supported and the opportunities provided, for example, the 'Breakfast Club' and work well with the school.

Leadership and management

Grade: 2

The school is improving rapidly because the headteacher has forged the staff into an effective team, who are happy in their work. The school's managers, including governors, have a very clear and accurate view of the school's strengths and weaknesses and are able to drive the school forward because the systems for improving performance are very well linked. For example, one priority, such as improving writing, from the improvement plan is chosen each term to be the focus of monitoring. Activities, such as observing lessons by all staff, are then carried out to see where further progress can be made. Staff then receive training in areas that could be improved. The success of such systems is seen in the much better quality of handwriting and presentation now apparent in the school. Governors play a full part in these processes, but have not ensured policies are kept up to date sufficiently frequently. Parents' and pupils'

views are used well when deciding on changes that need to be made. Parents asked for a French club, for example, but such was the demand that this is now a part of the school's normal curriculum. In response to pupils, the cook now asks every child for their choice of lunch, so the numbers eating a healthy school meal have increased significantly.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Buildwas Primary School Buildwas Shropshire TF8 7DA 13 January 2006 Dear Children As you know, inspectors visited your school recently to check on how well it was doing. Thank you very much for the way you made us feel welcome. We were very impressed by your manners and how well you behaved. We also thought you were very good at doing jobs like being school councillors and looking after other pupils in the playground. You told us how much you liked being at school, and we can see why. Your teachers take good care of you and make sure your lessons are fun. What the teachers and other grown ups are really good at is helping you to get on well with each other. The teachers are also good at making sure that you are given work that is just hard enough to really make you think, but not so difficult that you can't do it if you really try hard. All this means that you learn more than we usually see. The school is getting better and better every year, because the headteacher and others who run the school have a very good idea of what is going on and how to make just the right changes. We have made some suggestions to help the school get even better. We have asked the teachers to check more often that when you are in groups you are all working as hard as possible and to teach you more about how people from different cultures live. Thank you again for helping us with our work, we really enjoyed our visit. Yours faithfully Mr Driscoll (Lead inspector) Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk