

# William Reynolds Junior School

## Inspection report

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<b>Unique Reference Number</b>	123433
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	298584
<b>Inspection dates</b>	20–21 June 2007
<b>Reporting inspector</b>	Joyce Cox

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	197
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cyril Plant
<b>Headteacher</b>	Irene Baxter
<b>Date of previous school inspection</b>	23 May 2006
<b>School address</b>	Westbourne Telford TF7 5QW
<b>Telephone number</b>	01952 388280
<b>Fax number</b>	01952 583772

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school serves an urban area of social disadvantage which is currently undergoing regeneration. The number of pupils claiming free school meals and the proportion with learning difficulties and/or disabilities are much higher than average. Nearly all pupils are of White British heritage and only a very small number come from minority ethnic backgrounds. No pupil is at an early stage of learning English. Pupils' attainment on entry is significantly below average in writing and mathematics, and below average in reading.

The school is working towards achieving Healthy School status and is part of the Intensifying Support Programme (ISP), which is a national initiative aimed at raising standards in English and mathematics.

Between 2000 and 2005 the leadership of the school was fragile because the school experienced considerable difficulty in recruiting and retaining a permanent headteacher. During this time there were also a number of staff changes. The school believes that as a consequence standards in attainment and behaviour declined. When the school was inspected in May 2006, it was given a Notice to Improve. Significant improvement was required in relation to pupils' achievement and standards and the quality of teaching and learning.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. The school has successfully tackled the issues raised at the last inspection and provides pupils with a satisfactory education. Since the last inspection the school has rapidly improved because of the school's good leadership and management and the effective action taken by senior staff. These measures have dramatically improved the quality of teaching, pupils' behaviour, and academic guidance. As a result, achievement is now satisfactory and improving. Pupils' attitudes towards school are positive and personal development and well-being are good. Pupils are polite and considerate to others. They increasingly enjoy coming to school and this is demonstrated by their improved attendance, which is now average.

Standards are now broadly average in English, mathematics and science in Year 6. Pupils make satisfactory progress throughout the school. Over the past year the quality of teaching and learning has improved considerably through rigorous monitoring by senior leaders and the local authority. Teaching and learning are now satisfactory overall and are good in several classes. Some inconsistencies in teaching remain, primarily in the way teachers use their skills and resources to engage all pupils and in the way pupils are helped to improve their work. However, teaching is improving in other key aspects. Classes are now well managed, relationships are good, and pupils of different abilities are suitably challenged. Pupils generally find lessons interesting and, as a result, enjoy their work and are keen to learn. Good use is made of class and group discussions to help pupils expand and clarify their ideas. The school has successfully amassed a large amount of valuable assessment and tracking information so staff and senior leaders can easily track pupils' progress.

Pupils' achievement has also improved because they enjoy school more. This is evident in their improved behaviour and their view that the school is 'much better now'. The school's good links with outside agencies enrich the satisfactory curriculum. Care, guidance and support for pupils are good with strong pastoral care making sure pupils feel safe at school.

The staff share the headteacher's strong drive and clear focus on raising achievement. Rigorous checking of its performance provides the school with an extremely accurate picture of its strengths and areas for development. Improvement plans have well chosen priorities. The record of rapid improvement in pupils' achievement since the headteacher's arrival in 2005 shows the school is well placed to improve further.

### What the school should do to improve further

- Improve the quality of teaching so that it is consistently good, or better, to enable all pupils to achieve well and meet the challenging targets the school sets itself.
- Make sure pupils are clear about how they can improve their work and are confident about which aspects of a task they most need to focus on.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and standards at the end of Year 6 are broadly average. The school has successfully tackled the significant underachievement in Years 3 to 6 that existed prior to the headteacher's arrival and which was evident in mathematics in the 2006 national tests. Standards in mathematics have improved dramatically this year because of good subject leadership, considerably increased staff expertise and confidence, and highly effective support from the local authority. Pupils are set challenging targets to reach in national tests, which they come close to attaining because of the much improved teaching which is especially effective in Year 6. Standards in English rose considerably in 2006 compared with previous years' results. Boys do not do as well as girls in English and the school has effective plans to address this. Pupils with learning difficulties and disabilities achieve satisfactorily when working towards to their targets as they receive good support when they are working in small groups.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual and cultural development is satisfactory, and their moral and social development is good. Pupils' behaviour is good. They now feel it is 'cool' to work hard and behave well as opposed to their previous attitude that it was not. Pupils say they feel safe and have few concerns over bullying. Many parents and pupils note the significant improvement in behaviour over the last two years and there has been a dramatic drop in the number of exclusions. As one pupil said, 'We do have disagreements but no bullying.' Pupils say they feel safe in school and show a satisfactory awareness of healthy lifestyles by increasingly selecting the healthy option at lunchtimes. Their enjoyment of school is reflected in average, but improving, attendance levels. Pupils contribute well to community life. They enjoy being buddies with new pupils to help them settle quickly into Year 3. Pupils have a say in school life through the school council. As one member said, 'I want to do things for the other children; I don't want them to be unhappy.' The council's involvement in improving school meals and increasing the number of play activities outside is having a marked impact on improving behaviour and enjoyment throughout the school. Average standards in the basic skills and good opportunities to improve their information and communication technology (ICT) skills provide sound preparation for the next stage of education and future employment.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

There are many signs that teaching is improving. Highly effective assessment information enables teachers to precisely plan work to cater for all abilities including more able pupils. Older pupils say they can see a 'real difference' in the way they are taught and feel lessons are 'much more interesting'. Teachers work very hard to make pupils' learning relevant so they can capture pupils' attention. For instance, Year 6 pupils were completely engrossed in devising ways to record and display which year groups would prefer specific after school clubs. Teaching assistants are deployed effectively to help pupils catch up when their progress slows and to support pupils with learning difficulties and disabilities. Whilst there is much good teaching, it is satisfactory

overall because of inconsistencies in the way teachers engage pupils in their learning and in the way they explain what they want pupils to have learnt by the end of a lesson.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets the needs of the pupils adequately. The programme to support pupils' personal development is effective. Opportunities to help pupils develop their spiritual and cultural awareness and to experience competitive sport are limited. Meaningful links between subjects are starting to stimulate interest and enjoyment for pupils of all abilities. Provision for ICT is good and much improved especially in providing pupils with opportunities to use their skills in other subjects. Revision and booster classes accelerate the progress of pupils who slip behind with their work. Pupils benefit from a satisfactory range of enrichment and extra-curricular opportunities. The school makes good use of its links with outside agencies to support pupils' learning.

## **Care, guidance and support**

### **Grade: 2**

Pastoral care is good and results in pupils feeling secure and well supported. Members of staff know the pupils and their families very well ensuring the needs of vulnerable pupils are catered for well. Very thorough procedures to monitor and promote attendance have improved overall attendance levels, and enable support to be provided, so that absences have the minimum impact on achievement. First aid arrangements are good, including training for pupils. Secure child protection procedures are in place and staff awareness is very good. Safeguarding procedures meet government requirements. An effective behaviour management system, seen as fair by the pupils and applied consistently by most members of staff, has had a marked impact on creating a calm, orderly atmosphere. The needs of pupils with learning difficulties and/or disabilities and those with gifts and talents are quickly identified, allowing them to receive good support both within classes and with intervention programmes such as the successful nurture group. Most pupils know their learning targets, but in some classes are not always given the individual advice and support to enable them to improve their work to reach these targets. Teachers' marking varies and does not always tell pupils how they can improve their work.

## **Leadership and management**

### **Grade: 2**

Good quality leadership and management have been the key to the school's improvement. The headteacher continues to provide excellent leadership as identified in the last inspection and subsequent monitoring report. She provides an exceptionally clear direction for school improvement. She is effectively supported by the deputy headteacher and senior staff. They have successfully engendered a good team spirit and high morale amongst a relatively new staff team after a very difficult period. There has been steely determination from senior leaders to tackle head-on the most important priorities of improving English and mathematics. Robust self-evaluation, including precise and rigorous use of assessment, has led to the school having good quality action plans and setting precise and challenging targets for school improvement. Staff training, including good support from the local authority and advisors, has had high priority and has led to all staff being clear about what needs to be done to raise standards and

improve pupils' achievement. Regular and stringent monitoring of teaching and learning by senior leaders has ensured that teaching quality has improved across the school. Staff are used effectively to keep teaching groups small so that pupils get more individual attention. Effective development planning has led to rapid and significant improvements in pupils' attitudes and behaviour, the quality of teaching, and assessment. The school recognises that there is still much to do, particularly in the improvement of teaching. Governance is good. Governors actively and enthusiastically support the school and their good understanding of data means they challenge the school and hold it to account for its performance. Most parents are extremely happy with everything that the school provides. One parent, summing up the views of many, wrote, 'There has been much improvement since the headteacher took over – I only wish she could have been here from when my child started at this school.'

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## Annex A

## Inspection judgements

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

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

22 June 2007

Dear Pupils

Inspection of William Reynolds Junior School, Telford TF7 5QW.

We enjoyed our visit to your school. You were polite and friendly and made us feel welcome. We enjoyed the discussions we had with you about the work and activities you do at school. We decided William Reynolds is a satisfactory school. We also think it is improving. Here are some of our findings.

- You attain average standards in English, mathematics and science.
- You enjoy school, feel safe, and accept responsibility well.
- Your behaviour is good.
- Adults provide satisfactory teaching for you so that you make satisfactory progress.
- You have good relationships with your teachers and you work hard for them.
- You go to a very caring school. Everyone has your best interests at heart and wants you to be safe and happy and to do as well as you can.
- The headteacher is an excellent leader and the staff are working hard to make sure the school gets even better.

We have asked the school to do two main things to help it improve further

- Improve teaching so that is good in all lessons and you all achieve well and reach even higher standards in your work
- Make sure all teachers clearly tell you what they expect you to have learnt in lessons and also how you can improve your work.

You can play your part by continuing to work hard and behave well.

I wish you all the very best for the future.

Yours sincerely

Joyce Cox Lead Inspector