

# Albrighton Primary School

## Inspection report

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|--------------------------------|---------------|
| <b>Unique Reference Number</b> | 123410        |
| <b>Local Authority</b>         | Shropshire    |
| <b>Inspection number</b>       | 327903        |
| <b>Inspection dates</b>        | 4–5 June 2009 |
| <b>Reporting inspector</b>     | Jenny Batelen |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| <b>Type of school</b>  | Primary  |
| <b>School category</b>   | Community  |
| <b>Age range of pupils</b>   | 4–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 271  |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body                                       |
| <b>Chair</b>   | Len Warrilow   |
| <b>Headteacher</b>   | Wendy Taylor   |
| <b>Date of previous school inspection</b>  | 30 November 2005   |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                                 |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                                 |
| <b>School address</b>  | New House Lane<br>Albrighton<br>Wolverhampton<br>WV7 3QS |
| <b>Telephone number</b>  | 01902 372558   |
| <b>Fax number</b>  | 01902 372558   |

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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Albrighton Primary School opened in September 2007 after the amalgamation of the infant and junior schools on the same site. The headteacher of the infant school became the headteacher of the primary school. The deputy headteacher joined the school in September. The school serves the local community, which includes a Royal Air Force (RAF) base. As a result of postings for the RAF there is a higher than national level of pupil mobility. The proportion of pupils from minority ethnic groups and/or who speak English as an additional language is lower than average. The proportion of pupils with learning difficulties and/or disabilities is average. The school provides Early Years Foundation Stage education in the Reception class and for a few pupils in Year 1.

The 'Albrighton Flyers' is a privately run before- and after-school club on the school site.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Albrighton Primary School is a satisfactory school. The headteacher is well supported by the deputy headteacher, middle leaders and staff, who share the same determination to improve. Governors play a good role in ensuring that improvement to pupils' achievement is kept at the top of the school's agenda. Some aspects of its work are good, particularly the personal development of the pupils, which is strengthened by the care and support given to them by the staff. The '...care, attention and encouragement from her teacher...', '...staff put pupils first...' and '...improving her confidence and wider skills...' are representative of the many positive comments from parents. Induction procedures for pupils, whether they start in the Reception class or later in the school, are good. Parents comment that their children are safe and secure and happy to come to school.

Children enter Reception with skill levels slightly above those expected nationally in all areas of their learning. Children make good progress through Reception, which is continued through Key Stage 1, but this is not as consistent in Key Stage 2, where progress is satisfactory. Because of this inconsistency, achievement is satisfactory overall, rather than good. Pupils reach average standards at the end of Year 6. Teaching is satisfactory and has good features, including the effective provision for pupils with learning difficulties and/or disabilities. However, the match of work to pupils' ability is not always exact enough to provide the necessary challenge. Nonetheless, the quality of teaching is improving, especially in Key Stage 2, which is helping accelerate pupils' progress.

The strong leadership of the headteacher and the governors has led to a successful amalgamation of the two schools. While there are still things to improve, the school has a good track record of improvement. Good self-evaluation has identified the correct areas for development, which are focused firmly on raising standards. The rigorous monitoring of the school's work and regular pupil progress meetings are having a positive impact on pupils' achievement. These successes all underpin the school's good capacity to continue its improvement. There is, however, still work to do to capitalise on the information produced from the comprehensive progress tracking system in order to bring even greater consistency to pupils' achievement.

Pupils enjoy school and speak very positively of how they are helped to develop healthy lifestyles and to have a good understanding of how to keep themselves safe. Their behaviour is good and they are very supportive of each other. They enjoy the many activities that enable them to contribute to the life of the school and to be involved in the local community. The satisfactory curriculum is enhanced well by visits and visitors, and the quality and variety of after-school clubs.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

The Early Years Foundation Stage provides children with an enjoyable start to school in Reception. Good partnerships with pre-Reception settings mean children settle quickly into school. Parent views are positive, and they are confident that their children are well cared for, safe and secure, and happy to come to school. Children make good progress in their learning and development, so that as they enter Key Stage 1 their attainment is above average in all areas of learning. The small group of Early Years Foundation Stage children in Year 1 have similar experiences to the Reception children, and make good progress. Children with learning

difficulties and/or disabilities are identified quickly, and supported in their learning, often outside the classroom environment. They also make good progress.

Pastoral care is good and all welfare requirements are met. Relationships are good, adults know the children well and as a result children behave well. Leadership is satisfactory because the curriculum provides too few opportunities for children to choose their activities and explore their environment independently. As a result, progress in their personal, social and emotional development is satisfactory. The timetable does not give enough opportunities for outdoor learning, and access to large toys such as bikes and push and pull toys is limited.

### **What the school should do to improve further**

- Sharpen the use of data from the progress tracking system to secure consistently good achievement for all pupils.
- Match tasks and activities precisely to pupils' abilities in order to ensure consistency of teaching and learning throughout the school.
- Provide more opportunities in the Early Years Foundation Stage for children to initiate their own learning through free choice of activities both inside and outside.

A small proportion of the 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**

Pupils make satisfactory progress through the school and reach standards in line with the national average. Progress in the Early Years Foundation Stage and Key Stage 1 is good. In Key Stage 2 pupils make satisfactory progress. In some lessons in this key stage, progress has improved and is good, but this is not yet consistent. As part of the school's work to improve achievement, challenging targets are now set for all pupils. Effective support is put in place for pupils not making the expected progress towards their targets. As a result, progress is now accelerating, particularly across Key Stage 2. Parents and pupils know and understand these targets and pupils are able to recognise their progress towards them. The school progress tracking system information is not always used in a timely manner to ensure every pupil is making maximum gains in their learning.

Pupils with learning difficulties and/or disabilities are identified early and helped to make the same progress as their peers through detailed action plans and well-targeted support. The school has identified that progress and standards in science are not as high as in other subjects and have introduced staff training and increased opportunities for practical science for pupils that are supporting increased achievement.

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

### **Grade: 2**

Pupils make good progress in their personal development. Their spiritual, moral, social and cultural understanding and development is supported through opportunities for reflection and working together in assemblies and class circle times. The behaviour of pupils is very good, they are polite and support each other and speak very positively of the buddy system in place to help new pupils settle in. This ensures that learning takes place and there is a positive ethos throughout the school. Pupils understand the need to keep healthy through making good food

choices and keeping active. The latter is particularly helped through the provision of many after-school clubs which pupils enjoy and parents comment on very positively. Pupils know how to keep themselves safe and are confident that adults will help them if they have any problems. The democratically elected school council has influence over some aspects of school life. Pupils speak enthusiastically of the opportunities to be involved in their school and the local and wider communities through supporting charities and an emerging link with a school in Uganda. Pupils are prepared satisfactorily for the next stage in their education, chiefly because they are given some useful opportunities to develop confidence, self-reliance and initiative.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, but there is some good and outstanding practice. Where pupils make good progress, there are well-planned lessons with activities related to pupils' experiences and based on good subject knowledge. Staff have high expectations, use skilled questioning and provide a good level of challenge that engages pupils and keeps them focused. Concepts to be learnt are well modelled and use a range of media and there is good management of behaviour. Learning objectives are clearly identified and understood by all pupils. Teaching assistants and other helpers make a significant contribution to pupils' progress, supporting small groups and individual pupils. However, in some lessons, particularly in Key Stage 2, the activities and tasks are not as well matched to pupils' ability and pupils do not have the opportunity to direct their own learning.

### **Curriculum and other activities**

#### **Grade: 3**

Parents comment how 'visits and visitors are used to enhance the curriculum' and pupils speak with great enthusiasm about trips that help their understanding of the subject and of visiting authors that fire their enthusiasm for writing. Displays throughout the school encourage learning through valuing and celebrating pupils' work and achievement and also providing supportive prompts, particularly for English and mathematics. Good use is made of practical learning opportunities such as the use of sports data to develop the understanding of handling data. There is some effective use of information and communication technology across the curriculum, but this is not yet consistent throughout the school. There is good provision for learning French and this is developing so that all year groups experience the language. The wide range of well-supported extra-curricular opportunities contributes to pupils' development of personal skills and improving confidence. Provision for science is not as secure as for English and mathematics, which affects the standards reached in the subject.

### **Care, guidance and support**

#### **Grade: 2**

The school gives good pastoral care ensuring that all pupils are able to enjoy their learning. Pupils' attendance is good. Safeguarding procedures meet requirements and pupils are confident that their school is a safe place to be. Teaching assistants provide good support for groups of pupils and this is contributing to the rising rate of progress being made by all pupils. Pupils

new to the school with learning difficulties and/or disabilities are identified early and careful planning ensures that the progress of these pupils matches that of their peers.

Clear objectives for learning are shared in each lesson and there are opportunities for pupils to understand their progress towards these and the longer-term targets, through marking and self-assessment. However, data from the progress tracking system is not used sufficiently to inform the guidance given to pupils about their achievement. There are good links with outside agencies that further support the developing good progress of all pupils.

## **Leadership and management**

### **Grade: 2**

Leadership and management at all levels are good. The correct priorities for the school are identified as a result of good self-evaluation. Effective action is being taken to address these priorities and school data show how the rate of progress is accelerating, although the school recognises there is still work to do to improve teaching and pupils' achievement in Key Stage 2. There are good procedures in place for monitoring and evaluating the work of the school and these are focused on raising standards. Subject leaders have clear action plans for their subject and have taken the lead in improving English and mathematics throughout the school. Governors are actively involved in school improvement and are confident to challenge and hold the school to account. Resources are used well. The school promotes community cohesion well. There are many opportunities for pupils to understand and contribute to their local, national and global communities. The school is particularly skilled at integrating newly arrived pupils.

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## Annex A

**Inspection judgements**

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

**Overall effectiveness**

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

**Effectiveness of the Early Years Foundation Stage**

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 3 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 3 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 3 |

**Achievement and standards**

|  |   |
|--|---|
| How well do learners achieve?  | 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/or disabilities make progress                           | 3 |

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<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.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 2 |
| 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 learners' needs?</b>       | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported?   | 2 |

## 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 leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 2   |
| 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  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

8 June 2009

Dear Pupils

Inspection of Albrighton Primary School, Wolverhampton WV7 3QS

Thank you very much for making us so welcome when we visited your school. We enjoyed talking to you and taking part in your lessons and assemblies. We agree with you and your parents that you are helped to develop well and that the staff care a lot about you. Your school currently provides you with a satisfactory education.

These are some of the good things.

- The school is well led. Your headteacher and all the adults in the school work hard to make sure you enjoy school and learn well.
- You think that everyone is friendly and that you learn a lot.
- You behave well and look after each other, especially when new pupils arrive.
- All the adults work hard to keep you safe and make sure you understand how to keep yourselves safe.
- A lot of the teaching is good and your teachers help you to get better by setting targets for you to work towards.
- You have lots of opportunities to take part in after-school clubs.

We have asked your teachers to do three things that, with your help, will assist in making your school even better.

- Use the information they have about how well you are doing to help you do even better and make more progress throughout your time in school.
- Make sure that your teachers help you learn well in all your lessons.
- Help the children in the Reception class to make even better progress by having lots of opportunities to decide what they want to do and learn.

My best wishes to you all.

Yours faithfully

Jenny Batelen

Lead inspector