

William Reynolds Junior School

Inspection report

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|-------------------------|----------------------|
| Unique Reference Number | 123433 |
| Local Authority | Telford And Wrekin |
| Inspection number | 340340 |
| Inspection dates | 14-15 September 2009 |
| Reporting inspector | Stephen Walker |

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

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|-------------------------------------|----------------------------------|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7-11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 197 |
| Appropriate authority | The governing body |
| Chair | Mr John Jones |
| Headteacher | Mrs Irene Baxter |
| Date of previous school inspection | 20-21 June 2009 |
| School address | Westbourne Telford TF7 5QW |
| Telephone number | 01952 388280 |
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|--------------------|----------------------|
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with the headteacher, the chair of governors, staff and groups of pupils. Inspectors observed the school's work and looked at a range of evidence, including the tracking system to monitor the pupils' progress, the work pupils were doing in their books, the school development plan and the questionnaires completed by the parents, staff and a sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress of all groups of pupils in the school
- how effectively teaching is engaging the pupils and ensuring that they make progress
- the effectiveness of the assessment systems so that pupils know their targets and are aware of how to improve their work
- the extent of the improvement in the personal development of the pupils
- the effectiveness of the leadership and management in supporting improvements in the school.

Information about the school

William Reynolds Junior School is similar in size to other schools. It is situated on the Woodside estate in the south-western part of Telford new town. The school serves a community which faces considerable social and economic challenges. The majority of pupils are from White British backgrounds and there are a very small numbers from minority ethnic groups. The proportion of pupils with a range of special educational needs and/or disabilities is well above the national average, as is the percentage known to be eligible for free school meals. There is a high rate of pupil mobility in and out of the school. Over half the teaching staff have recently taken up appointment due to staff promotions and maternity leaves. The school has been awarded the Activemark for sport and has National Healthy School status.

The Department for Children, Schools and Families (DCSF) placed the school in the 'Hard to Shift' category in 2008 in order to support improvements in standards by the end of Key Stage 2. The school was removed from this category in July 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

William Reynolds Junior is a satisfactory school. It has some good features. It is undergoing a period of significant improvement in the attainment and personal development of the pupils. The recent improvement in standards has enabled the school to be removed from the DCSF 'Hard to Shift' category. The headteacher provides very effective and collaborative leadership so that there is a clear vision for continuous improvement in the school. Parents speak highly of the school and the support for their children. One parent wrote, 'the school does a good job in educating my child who really enjoys coming to the school'.

Pupils make satisfactory progress given their low starting points and leave with below average standards. The 2009 unvalidated national test results for Year 6 pupils in English, mathematics and science are below last year's national averages but demonstrate a significant improvement on previous years. The tracking systems for progress are beginning to identify underachieving pupils, who then receive appropriate support through a range of intervention strategies. The school acknowledges the need to further raise standards and increase rates of progress in English and mathematics.

The high standard of care, guidance and support is greatly supporting the improvements in the personal development of the pupils. The majority of pupils behave well and enjoy coming to school. They speak highly of the teachers and the opportunities that are available at the school. Teaching is satisfactory overall with some examples of good practice. The school recognises the need to improve further the overall quality of teaching and learning in order to improve the progress of pupils. Curriculum provision is satisfactory and the school is successful in developing a good range of enrichment activities for the pupils.

Self-evaluation is accurate and the school is clear about the improvements needed. The school is taking appropriate steps to remedy weaknesses and there are positive signs that these are beginning to improve standards. The school development plan is setting challenging targets to raise standards. The school is effectively managing the high turnover of teachers and ensuring that the quality of teaching supports the improvements in pupil learning and progress. Governors are active in the school and are developing their monitoring roles. Many of the subject leaders are newly appointed and are not fully effective in their supporting and monitoring roles. The clear vision of the headteacher, the robust systems of tracking pupil progress and the early indications of improvements in standards indicate that the school has a satisfactory capacity to improve.

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What does the school need to do to improve further?

- Raise standards of attainment in English and mathematics so that they are at least in line with national averages by ensuring that teachers :
 - identify and provide additional support for underachieving pupils
 - develop pupils' literacy skills in structuring sentences, extending vocabulary and writing from their own experience
 - extend pupils' numeracy skills in the use of number, place value and multiplication.

- Increase the proportion of good teaching across the school by making sure that all teachers :
 - agree and share the best practice in teaching and learning
 - check pupils' understanding of their learning during lessons
 - regularly discuss individual progress with pupils and agree how to take the next steps in their learning
 - encourage more opportunities for independent work so that pupils take on more responsibility for their own learning.

- Develop the roles of all subject leaders so that they are :
 - clearly aware of their responsibilities and the tasks to be completed
 - providing appropriate support for teachers in their specialist area
 - regularly monitoring the quality of teaching and learning in order to improve pupil progress
 - developing assessment systems that provide them with a good understanding of standards and progress in their curriculum area.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Outcomes for individuals and groups of pupils

3

Most pupils enjoy learning and make satisfactory progress from their below average starting points. By the time the pupils leave the school, standards are below average. A growing number of pupils, particularly in Years 5 and 6, are making good progress due to more effective teaching. The school has rightly identified the development of writing and numeracy skills as key areas for improving the rate of pupil progress. As a result, intensive support in writing and mathematics is raising pupils' attainment and helping to eliminate the previous underachievement of many pupils. Pupil mobility during the year is high and causes variations in the rate of progress across the school. Gender differences in achievement vary between the year groups and the school is presently supporting a group of underachieving girls in Year 5 whilst supporting a similar group of boys in Year 6. Inspection evidence confirmed that the large number of pupils with special education needs and/or disabilities and those entitled to free school meals make satisfactory progress. Pupils from minority ethnic backgrounds also make satisfactory progress in line with other pupils in the school.

Most pupils have positive attitudes to learning and display an eagerness to do well in their work. However, they are not confident with independent work and require considerable support and guidance from their teachers. Most pupils listen attentively, respond politely to teachers' questions and are able to express themselves clearly.

Pupils value being part of a caring community in which they feel safe and secure. They are confident that issues such as rare cases of bullying are addressed promptly and effectively. Attendance is improving and is now in line with the national average. Behaviour in the classrooms and around school is good and this reflects the school's high expectations for all pupils. Most pupils have a very clear understanding of eating healthily and taking part in sporting activities. The school council is active in the school and supports projects such as the redecoration of the toilets. Pupils raise money for a range of charities and make a good contribution to the local community. Spiritual, moral, social and cultural development is satisfactory overall although pupils are not fully aware of the multi-cultural diversity of our society. Pupils' basic skills and ability to work with others are developing satisfactorily. As a result, they are adequately prepared for their secondary education.

These are the grades for pupils' outcomes

| | |
|---|---|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 3 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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| | |
|--|---|
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

The planning by teachers is generally of good quality with clear learning objectives for each lesson. In the best lessons teachers create excitement and interest. As a result, pupils display enthusiasm and sustain high levels of concentration. Good learning takes place when teachers extend the pupils and provide tasks which are appropriate to their individual ability. Some teachers use assessments of previous learning very effectively to match work to the ability of individual pupils. Less effective practice, for example where class management is less secure, results in insufficient challenge for all pupils. Teachers do not always check pupils' understanding of their learning during lessons. Marking is supportive but not all pupils are well-informed about their targets and how to improve their work.

The school places a high emphasis on the development of core skills in literacy and numeracy which is raising standards across the school, although schemes of work do not fully provide adequate opportunities for the development of writing skills and the use of number across the curriculum. The extensive range of school clubs and educational visits is good and greatly enhances the pupils' enjoyment and experience of school.

Arrangements for pastoral care, guidance and support are a strength of the school. Pupils respond by behaving well and trying hard in lessons. One pupil said 'I enjoy school because my teacher cares about me and my work'. Good working relationships between the school and external agencies benefits pupils, ensuring their social and learning needs are met through effective programmes. Vulnerable pupils with social and emotional problems are well supported through the nurture group.

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These are the grades for the quality of provision

| | |
|---|---|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher provides strong and reflective leadership so that staff work together on the continuous improvement of the school. She is very clear about the areas for development and is supporting the staff in raising standards of work and behaviour in the school. Teachers comment on the good team spirit and how 'working in the school is challenging but extremely rewarding'. The newly formed leadership team is providing a strong impetus for improvement across the school. Rigorous systems of monitoring teaching and tracking pupil progress are beginning to raise the standards achieved.

The school development plan is a comprehensive working document with clear actions and targets which are particularly focused on improving pupil attainment and progress. Governors are informed of the school's progress and areas for development. They are becoming more involved in monitoring progress and holding the school to account. However, they do not fully evaluate the progress of the actions in the school development plan. The subject leaders are developing their roles but they are not yet fully effective in their planning, supporting and monitoring responsibilities. Robust procedures for safeguarding meet statutory requirements and underpin the school's very caring approach. The school has a strong commitment to inclusion and equal opportunities for all. Leaders collect and analyse information on groups of learners and target intervention for identified groups of underachieving pupils although this is not fully effective for all pupils.

The school is developing a positive relationship with parents and carers. Parents are given regular information about school events and the progress of their children. The school has good partnerships with community groups, external services and local schools. Strong links with the University of Birmingham support the professional development of teachers while the Telford Football Club provides booster classes for Year 6 pupils. The school makes a satisfactory contribution to community cohesion and encourages all parents and members of the community to feel welcome in the school.

These are the grades for leadership and management

| | |
|--|---|
| The effectiveness of leadership and management in embedding ambition and | 3 |
|--|---|

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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| | |
|---|---|
| driving improvement Taking into account: The leadership and management of teaching and learning | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Views of parents and carers

The majority of parents and carers are very positive about the work of the school and its impact on their children's learning. There are a number of detailed comments emphasising the good leadership of the headteacher and the improvements in the school. Parents mention the caring approach of staff towards their children. There are no particular trends in the very small number of criticism made in the questionnaires. Overall, parents' and carers' views reflect the inspection findings

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Reynolds Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|-----|-------|-----|----------|----|-------------------|----|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 27 | 63% | 16 | 37% | 0 | 0% | 0 | 0% |
| The school keeps my child safe | 32 | 74% | 11 | 26% | 0 | 0% | 0 | 0% |
| The school informs me about my child’s progress | 16 | 37% | 22 | 51% | 0 | 0% | 0 | 0% |
| My child is making enough progress at this school | 20 | 47% | 18 | 42% | 0 | 0% | 0 | 0% |
| The teaching is good at this school | 23 | 53% | 14 | 33% | 0 | 0% | 0 | 0% |
| The school helps me to support my child’s learning | 19 | 44% | 19 | 44% | 0 | 0% | 0 | 0% |
| The school helps my child to have a healthy lifestyle | 24 | 56% | 13 | 30% | 1 | 2% | 0 | 0% |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 23 | 53% | 17 | 40% | 0 | 0% | 0 | 0% |
| The school meets my child’s particular needs | 23 | 53% | 15 | 35% | 1 | 2% | 0 | 0% |
| The school deals effectively with unacceptable behaviour | 22 | 51% | 12 | 28% | 3 | 7% | 0 | 0% |
| The school takes account of my suggestions and concerns | 17 | 40% | 20 | 47% | 0 | 0% | 0 | 0% |
| The school is led and managed effectively | 27 | 64% | 11 | 26% | 0 | 0% | 0 | 0% |
| Overall, I am happy with my child’s experience at this school | 30 | 70% | 12 | 28% | 1 | 2% | 0 | 0% |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |



16 September 2009

Dear Pupils,

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

Thank you for making us so welcome and for talking to us during the inspection. We really enjoyed watching your lessons and looking at your work. It was also good to see you in the assembly and during playtime. Your school is a satisfactory school and has some good features. Your parents and carers told us how very pleased they are with the recent improvements in the school. There are many positive things about your school.

- You enjoy school and try hard in your lessons.
- You have a good understanding of how to keep yourselves safe and healthy.
- You are friendly, polite and generally well behaved.
- The teachers and support staff care greatly for you.
- Your teachers work hard to make your lessons interesting.
- There are many extra activities and trips.
- Standards are improving in the school.
- You have a very good headteacher.

We have asked Mrs Baxter, the staff and the governors to do the following things to make the school even better.

- Help all pupils to gain better results in English and mathematics.
- Encourage teachers to share their ideas to help you all make the best possible progress.
- Ensure that subject leaders observe the other teachers and keep a good check on standards in their subjects.

You can help by working hard and enjoying school.

With very best wishes,

Stephen Walker
Lead inspector

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