

Captain Webb Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 123443 |
| Local Authority | Telford and Wrekin |
| Inspection number | 340341 |
| Inspection dates | 13–14 January 2010 |
| Reporting inspector | Karen Heath |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 334 |
| Appropriate authority | The governing body |
| Chair | Mr Mark Chetwood |
| Headteacher | Mrs Jessie Gupta |
| Date of previous school inspection | 3 September 2006 |
| School address | Captain Webb Primary School Webb Crescent, Dawley Telford |
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Introduction

This inspection was carried out by two additional inspectors and one of Her Majesty's Inspectors. The inspectors visited 17 lessons and observed all teachers teaching. Four lessons were jointly observed with the head and deputy headteachers. The majority of time was spent observing lessons and learning.

They held meetings with a governor representative, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation; including teachers' planning, pupils' books, the school development plan and minutes of the governing body meetings. The inspection team also looked at parent, pupil and staff questionnaires and documentation with reference to the safeguarding of pupils.

- The inspection team reviewed many aspects of the school's work. It looked in detail at the following:
- how well pupils achieve in mathematics and English by the time they leave the school
- how the school provides for pupils of a higher ability and those who are gifted and talented
- how girls are supported to ensure they make the expected progress.

Information about the school

Captain Webb Primary School is larger than average. The majority of pupils are of White British heritage. The proportion of pupils identified as having special educational needs and/or disabilities, is broadly the same as other schools. The percentage of pupils entitled to free school meals is higher than the national average.

The school holds the Healthy School award, has attained the BECTA, ICT Quality Mark and the International Schools award.

Captain Webb offers a fully extended service providing a breakfast club and after school care for children. There is also an onsite Children's Centre. This is inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

Captain Webb Primary School is a welcoming school which provides a vibrant learning environment where pupils' work is attractively displayed and achievements are celebrated.

School leaders are committed to ensuring that school makes a difference to the pupils regardless of their starting points. The quality of teaching is good; the focus on teaching basic literacy and numeracy skills helps pupils to make good progress. Lessons provide opportunities for pupils to improve their ability to speak and listen which helps them to develop as effective writers. The provision for pupils of a higher ability or with specific talents is particularly good. However, pupils are not always encouraged to be independent learners by taking responsibility for evaluating their own work so that they can see for themselves what they need to do to improve.

Assessment results at the end of Year 6 in mathematics, science and English are broadly in line with the national average; this represents good progress from the pupils' starting point which is below that expected on entry to the Nursery.

Partnership work is at the heart of the school's work. The headteacher has worked hard to provide an extended school service to the local community and this means that children get a good start to their early education. A real strength of the school is the way in which it effectively uses its own resources and external agencies to support children and families with a range of needs. The school has yet to develop a strategy to promote community cohesion.

Pupils feel very safe in school and are confident that issues that might worry them are dealt with; the school's attention to e-safety is particularly impressive. At Captain Webb the individual needs of pupils are well understood and the care, guidance and support given to the pupils are outstanding. The learning mentors make a significant contribution to this success.

The school has an accurate understanding of its strengths and members of the senior leadership team have complementary skills which mean it has a good capacity to further improve things. Senior staff rigorously monitor and track individual pupils' progress using the school's comprehensive data tracking system. This enables teachers to respond quickly to the needs of pupils and put in place some good strategies to support learners. This data information is not used as effectively to give leaders at all levels an accurate understanding about how well groups of children are doing across the whole school. The leadership team has yet to fully utilise its data to evaluate initiatives it has introduced and systematically measure whether these are having an impact on the outcomes for all pupils.

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What does the school need to do to improve further?

- Help all leaders have a more accurate view of whole school issues by:
 - making effective use of the school's data to monitor pupils' progress across cohorts, groups and subjects
 - evaluating the impact of initiatives to measure the outcomes for pupils
 - ensuring the school development plan measures the success of planned actions against clearly stated criteria.
- Improve the good quality of teaching across the school so that it consistently:
 - gives pupils of all ages good quality practical experiences
 - includes pupils in deciding the features of success in lessons
 - allows pupils to judge their achievement by evaluating their own and each others' work
- Promote community cohesion by:
 - completing an audit to analyse the school's religious, ethnic and socio economic context
 - devising an action plan so that the school has a positive influence beyond its immediate community
 - evaluating the impact of the school's contribution.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities enjoy school and are keen to talk about the interesting things they have learned in lessons. They are motivated to learn and particularly enjoy opportunities to engage in practical activities. Pupils work well individually and cooperate well in groups. The quality of teaching observed in lessons and scrutiny of work books show that pupils make good progress.

Previous assessment data indicated that girls did not make as much progress as boys. Observations of lessons and a review of pupils' work show that girls are supported well and now make similar progress to boys. Pupils with special educational needs and/or disabilities make similar progress to other pupils.

Inspectors looked at a range of evidence including the school's own tracking system; this evidence showed that pupils are achieving well in mathematics and English.

Behaviour in lessons is good. Even though pupils had to stop in at playtimes because of the snow their behaviour remained consistently good. Pupils report that there is little bullying.

Pupils understand the importance of leading a healthy lifestyle and say the school encourages this. They participate in extra-curricular clubs and the Jumping Jack play leaders promote healthy exercise.

Captain Webb is a cohesive school community and pupils are supportive of each other

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as maths mentors and friendship buddies. The school council provides opportunities for pupils to influence the life of the school; it manages its own budget and assists in the appointment of staff. The radio station run by pupils allows them to communicate with each other as well as interview members of the local community. Pupils are active in charity fundraising and the choir entertains the local community.

The school has worked hard to improve pupils' attendance which is satisfactory. The supportive work with some families has resulted in improved attendance for these pupils.

Using information and communication technology (ICT) pupils have a rich experience communicating with pupils from other countries giving them opportunities, to explore and therefore understand other cultures. Pupils have enjoyed visiting a Sikh temple and playing musical instruments from South America as well as going to France to see for themselves how other people live their lives.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| 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 | 2 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The curriculum is effective and includes a wide range of experiences which contribute

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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well to pupils' learning. Teachers ensure that the curriculum is modified really well to cater for pupils of different abilities. This is particularly evident in English, mathematics and ICT. For example in a Year 6 lesson, pupils were debating whether they should be allowed to go out in the snow during school time. The teacher asked more able pupils to prepare and put forward the motions for and against the argument. These pupils modelled the correct language to use in a debate and this enabled less confident members of the class to become involved in a lively discussion.

In a few lessons teachers spent too much time talking and pupils did not get sufficient time for independent, practical activities. In the lessons where teachers allow more independence, pupils respond to exciting and engaging activities and make good progress. Teachers could involve pupils more in deciding the features of success in lessons.

Story telling using props, hopping and skipping in the hall, mask-making, problem-solving, and designing models of cars were features of some of the engaging lessons observed during the inspection. Pupils made good use of ICT to research information and record and present their work effectively.

There are good systems in place for assessment but marking is inconsistent throughout the school and the older pupils do not get sufficient opportunities to mark their own work and critically review that of others. The school provides outstanding guidance and support and it is particularly effective at targeting support for individuals. The school's close monitoring means that the learning needs of pupils are responded to quickly, for example providing additional group work or support from a teaching assistant.

The breakfast club is well attended and provides a homely and secure start to the day for pupils. Extra-curricular school activities in term time and holidays are highly valued by pupils.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The headteacher demonstrates clear vision and a passion for ensuring that the school is part of the local community. Its extended provision, work with the Children's Centre and strong links with Sure Start make a positive difference to pupils. Equally strong is the school's involvement with other schools. For example, it is a school leading on ICT and promotes learning beyond the classroom through the Home Access project. Senior leaders and governors are committed to ensuring that pupils achieve as well as they

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should. This is reflected in the high expectations evident in the classroom. The drive for improved attainment is underpinned by the headteacher's astute understanding of effective teaching and learning. The school has a relatively new management structure. The development plan is good guide to areas for improvement. It does not always provide clarity in terms of measurable outcomes using the school's own data base. The school is developing a greater understanding of its influence beyond the immediate community. It has yet to undertake an audit, devise an action plan and evaluate its provision for community cohesion.

Equal opportunity is promoted well. Pupils say that they are treated fairly and that their different skills are catered for. Senior leaders ensure that pupils with particular interests are given responsibility. For instance they write a newsletter for publication on the web-site and organise transmissions on the school's radio station.

Safeguarding procedures are robust and all statutory requirements were in place at the time of the inspection. Staff are suitably trained in child protection and appropriate risk assessments have been undertaken for activities.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| 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 | 2 |

Early Years Foundation Stage

Good provision in the Reception and Nursery classes ensures that children achieve well across all the areas of learning. Parents say that the induction procedures help children to settle quickly and that they are kept well informed about their children's development.

Adults plan a good range of practical and purposeful tasks that engage children's

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interests well. Staff are skilled at letting children do things for themselves so that they learn from experience and quickly become independent. There is a good balance between activities that children explore for themselves and those that adults lead. The focused teaching of number, letters and sounds is particularly strong. Adults' interaction with children is also a strength and this effectively develops children's speaking, listening and thinking skills.

Children show a strong sense of enjoyment and enthusiasm for learning. For example, there was great interest when they explored weighing toys to find out which were the heaviest and lightest. Learning through play is strongly encouraged as seen when children had fun in the snow; building snowmen, digging and making footprints. Staff have high expectations that children will cooperate with one another, share, and take turns. As a result, children behave very well.

The leadership of the Early Years Foundation Stage is good. Adults work together well and there is a strong commitment to reflect on practice and improve. Systems for observing and recording individual children's progress are effective although more could be done to use this information to track the achievement of different groups and cohorts of children.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

There is good quality communication with parents through the notice boards, frequent news letters, reports to parents, day-to-day contact at the school door and meetings. However, a few parents in the questionnaires indicated that they would value more contact. Parents who spoke to inspectors felt that the school was accessible if they needed to discuss a problem.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Captain Webb Primary 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 13 statements about the school. The inspector received 49 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 28 | 57 | 20 | 41 | 1 | 2 | 0 | 0 |
| The school keeps my child safe | 28 | 57 | 21 | 43 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 18 | 37 | 29 | 59 | 1 | 2 | 0 | 0 |
| My child is making enough progress at this school | 23 | 47 | 22 | 45 | 0 | 0 | 3 | 6 |
| The teaching is good at this school | 24 | 49 | 21 | 43 | 1 | 2 | 1 | 2 |
| The school helps me to support my child's learning | 21 | 43 | 22 | 45 | 3 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 21 | 43 | 27 | 55 | 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) | 14 | 29 | 30 | 61 | 2 | 4 | 2 | 4 |
| The school meets my child's particular needs | 22 | 45 | 22 | 45 | 5 | 10 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 17 | 35 | 27 | 55 | 1 | 2 | 2 | 4 |
| The school takes account of my suggestions and concerns | 15 | 31 | 26 | 53 | 5 | 10 | 2 | 4 |
| The school is led and managed effectively | 20 | 41 | 23 | 47 | 1 | 2 | 2 | 4 |
| Overall, I am happy with my child's experience at this school | 24 | 49 | 22 | 45 | 2 | 4 | 1 | 2 |

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 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 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. 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 pupil's 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. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 January 2010

Dear Pupils

Inspection of Captain Webb Primary School, Telford, TF4 3DU

Thank you very much for making the inspection team so welcome.

We agree with you that your school is a good school where all the staff care about you and help you to do well. We are pleased that you feel safe and confident and that your teachers and their assistants will help you sort out your problems when you are worried.

We were very impressed with your good behaviour especially as you were not able to go out and play because of the snow; something we will all remember!

You are very fortunate to have so many opportunities at Captain Webb; you are taught well, you told us that you learn interesting things in your lessons and know that practising your speaking and listening skills will help you be good writers.

We would like your school to be even better and have asked the school to:

- make lessons even more interesting and practical by encouraging you to be a bit more independent
- consider how it can have influence beyond the local community
- use your assessment information to make sure that classes and groups of pupils achieve even more.

You can help your school improve by making sure you work hard and attend regularly. Good luck in your work.

Yours sincerely

Karen Heath

Lead Inspector

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