

William Macgregor Primary School

Inspection report

Unique Reference Number	124219
Local Authority	Staffordshire
Inspection number	340519
Inspection dates	14–15 October 2009
Reporting inspector	Terry Elston

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	185
Appropriate authority	The governing body
Chair	Cath Greenway
Headteacher	Gary Staddon
Date of previous school inspection	0 June 2007
School address	Glascote Road Tamworth Staffordshire
Telephone number	01827 475705
Fax number	01827 475707
Email address	headteacher@williammacgregor.sch.uk

Age group	4–11
Inspection dates	14–15 October 2009
Inspection number	340519

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the tracking of pupils' progress, evidence in their books, and parental questionnaires.

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

- how well the teaching and curriculum support pupils' progress in writing at Key Stage 2
- whether more-able pupils achieve as well as they can
- how well the school promotes community cohesion.

Information about the school

This is a smaller than average school on the outskirts of Tamworth. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the number eligible for free school meals. Relatively few come from minority ethnic backgrounds but the number is increasing steadily. Very few pupils are at an early stage of learning English. The school has recently gained Dyslexia Friendly Status, and the Healthy Schools and Activemark awards.

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

2

Main findings

William Macgregor Primary School provides a satisfactory quality of education. Pupils make satisfactory progress and their overall attainment is broadly average. Standards are rising. However, while pupils' attainment by Year 6 is average in reading, mathematics and science, their writing skills are a little below average. Pupils concentrate well in lessons and try hard to improve their work. One pupil explained why when commenting, 'Our teachers are really good at giving us the confidence to have a go at things we find hard.' Pupils with special educational needs and/or disabilities make good progress because they are supported well by teachers and teaching assistants in lessons. The youngest children get off to a good start.

The school is successful in promoting pupils' spiritual, moral, social and cultural development. Pupils reflect deeply on issues, such as poverty, and learn much about people in the world less fortunate than themselves by raising funds for global and local charities. They take responsibility extremely well for their school and community, and enjoy being part of a local organisation aimed at promoting respect for all groups of people in the area.

Pupils enjoy school because teachers make learning fun. Teachers explain new work clearly and make a point of always valuing pupils' contributions. However, they sometimes miss opportunities for pupils to speak at length, particularly about their writing tasks, and this limits the quality of their work. Teachers make the rules for good behaviour clear, and in nearly all lessons you can hear a pin drop when the teacher is talking. In a few lessons, more-able pupils are not given demanding work to make the best of their talents. In addition, the marking does not always make it clear what these pupils need to do to attain higher levels than expected for their age.

The curriculum provides a good balance between developing pupils' literacy and numeracy skills and enhancing their talents in creative subjects. The school has worked hard to encourage pupils to write more in all subjects, but the quality is not always as high as the writing in their English books. The curriculum provides some excellent work to help pupils learn exceedingly well how to keep safe, live healthy lives and be aware of the hazards of smoking and drugs. A wide range of popular clubs at lunchtime and after school enriches the curriculum and hones pupils' skills in areas such as sport and music. Parents and carers are right to feel the school cares for their children well. As one wrote, 'The teachers do their utmost to care and listen.'

The headteacher provides strong leadership with a clear focus on raising standards. Self-evaluation is satisfactory. The headteacher works closely with other leaders and governors to evaluate all aspects of the provision and to set the school's priorities.

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

Nevertheless, the school recognises the need to involve subject leaders more in the evaluation of teaching and learning to make sure more lessons are of a good quality. The school is improving all the time and has made good progress since the last inspection, particularly in its partnerships with parents and carers, the management of pupils' behaviour and standards in science. It is well set to improve further.

What does the school need to do to improve further?

- Raise standards in writing by:
 - having the same expectations of pupils' writing in all subjects
 - providing more opportunities for pupils to talk about their writing.
- Ensure that more-able pupils achieve as well as they can by:
 - providing more challenging, open-ended tasks for the most-able groups
 - giving them more guidance in the marking of their books on how to attain the higher levels.
- Improve the quality of teaching by giving subject leaders more opportunities to evaluate teaching and learning at first-hand.
- 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.

Outcomes for individuals and groups of pupils**3**

Lessons observed during the inspection show that pupils concentrate well, enjoy their work and have an enthusiasm for learning. Their standards by Year 2 in reading, writing and mathematics are average and represent satisfactory progress from pupils' starting points. Standards are rising because of improvements in the teaching and curriculum, and data from the current year's assessments indicate standards are the school's highest for some years.

By Year 6, standards in the national tests in English, mathematics and science are average overall, and are starting to show a significant improvement. Pupils make good progress in their reading and develop a love of books. In writing, progress is slower and too few pupils write with confidence and fluency. The school is working hard to make writing more fun for pupils, and the current pupils in Year 5 and Year 6 are beginning to write more interesting stories and factual accounts. One pupil told inspectors, 'I like writing now. I love letting my imagination run away!'. Pupils from minority ethnic groups make similar progress to others in the school. Pupils with special educational needs and/or disabilities achieve well and make particularly good progress in reading. However, more-able pupils do not always achieve as well as they could, and not enough of them make the progress necessary to attain the higher levels in the national tests in either English or mathematics.

Pupils have an outstanding awareness of how to stay safe and live healthy lives. They show off their healthy lunches proudly, and explain in detail how eating the right food

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

helps them to keep fit. They rightly say that behaviour is good, and are adamant that no one is bullied. Nearly all attend regularly and arrive at school punctually. Despite some weaknesses in writing, pupils' enthusiastic involvement in mini-enterprises, their good teamwork and their good attendance mean they are satisfactorily prepared for life in the future.

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	3
The quality of pupils' learning and their progress	3
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	1
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In many lessons, teachers make learning fun by giving pupils plenty of practical activities and opportunities to discuss their work with their 'talking partner'. Mostly, the teachers achieve a good balance between the teaching of the whole class and pupils working in small groups, where pupils often learn quickly. When teachers talk for too long, pupils' interest starts to ebb and the more-able groups in particular are held back. Most teachers keep detailed assessment records of pupils' progress, and make useful annotations on their planning so they can revisit topics to consolidate pupils' understanding. The quality of these assessments, however, varies from class to class, and occasionally teachers provide work that is either too easy or too hard for some

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

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

pupils.

The school has done much to provide an interesting curriculum that links subjects together well to add extra meaning to the themes. The topic around 'Professor Pole', for example, involved pupils in reading, writing, using computers and researching into the solar system. While pupils produce some interesting writing in many subjects, the quality of their work is often of a lower standard than that in English lessons. The very well planned personal, social and health education provision ensures that pupils gain a deep awareness of health and safety issues and learn the importance of understanding other's feelings. A wide range of visits and visitors and exciting links with other schools enrich the curriculum and help to make learning fun. Extra-curricular clubs are popular, and help pupils develop their skills in sport and the creative arts.

Parents and carers are right to feel the school cares for their children well. They appreciate the way staff know their children so well, and are always there if any individual needs support. Contact between school and home is described as 'brilliant' by some parents and carers and has clearly improved significantly since the last inspection. Vulnerable pupils and those with emotional and learning difficulties benefit from sensitive support, both from the school and from outside professionals, and flourish as a result.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher leads well with high expectations of pupils and staff. In a short time, he has made good use of the expertise in the local authority which has led to significant improvements in teaching, assessment and curriculum. He is well supported by senior staff who share his vision for the school. This team is successful in its aim to promote equal opportunity and eliminate any form of discrimination. Racism is unheard of. These improvements have been made at a sensible pace but there is still more to be done. In particular, the leaders recognise that, if all pupils are to achieve as well as they can, the next step is to give subject leaders a more direct role in raising standards of teaching and learning.

The governing body is knowledgeable and supports the school enthusiastically. Following useful training, its members have developed well their monitoring role over the last year, and are now better equipped to hold the school to account.

The school runs smoothly, and safeguarding systems are robust. The governors and

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

leaders have forged strong links with parents and carers and the community that add much to the promotion of community cohesion. Good links with contrasting schools, both in the United Kingdom and overseas, give pupils a thorough awareness of the diversity of faiths, cultures and social backgrounds in the world.

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	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The provision is good, and valued highly by parents. Children enter the school with skills below those typical of their ages. They make good progress towards the expected goals, but their attainments are still below average in aspects of their language and number by the time they enter Year 1. Children's progress is recorded carefully and supplemented by useful photographic evidence.

The comprehensive induction procedures, good links with parents and thorough attention to children's welfare mean that children settle quickly to school routines and feel safe. The good teaching, with a strong emphasis on developing children's language, writing, numeracy and social skills, ensures that children learn quickly. Sometimes the sessions are too teacher-led, and children have too few opportunities to discover things for themselves. The classroom and outdoor areas are bright and stimulating, and children choose confidently from the wide range of activities provided.

Children develop their personal and social skills well, as can be seen in the way they work and play so happily together. They behave well and soon learn the rules and expectations that prepare them well for the future. The provision is led and managed well. Staff have a clear understanding of how well the provision meets children's needs

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

and what needs to be improved.

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

Parents' and carers' views are mostly positive. They are particularly appreciative of the good pastoral support staff give their children and the way all adults respond to their individual needs. They feel that behaviour is mostly good, but a few are concerned about the unacceptable actions of some pupils. Parents and carers feel welcome at school. They are well informed about their children's progress and appreciate the wealth of information on the excellent website. Those with children who have special educational needs and/or disabilities rightly feel that the good provision helps them become confident and happy learners. Overall, parents' and carers' views reflect the inspection findings although inspectors found no evidence of poor behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at William Macgregor 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 inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 185 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	69	17	27	2	3	0	0
The school keeps my child safe	43	69	18	29	0	0	0	0
The school informs me about my child's progress	27	44	31	50	3	5	0	0
My child is making enough progress at this school	31	50	25	40	3	5	1	2
The teaching is good at this school	35	56	23	37	1	2	0	0
The school helps me to support my child's learning	30	48	29	47	2	3	0	0
The school helps my child to have a healthy lifestyle	34	55	27	44	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)	25	40	27	44	1	2	0	0
The school meets my child's particular needs	31	50	27	44	1	2	0	0
The school deals effectively with unacceptable behaviour	32	52	20	32	4	6	0	0
The school takes account of my suggestions and concerns	24	39	32	52	3	5	0	0
The school is led and managed effectively	37	60	23	37	0	0	0	0
Overall, I am happy with my child's experience at this school	42	49	42	49	1	1	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 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 October 2009

Inspection of William Macgregor Primary School, Tamworth, B77 2AF.

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons, play so happily outside and sing so beautifully in assembly. The many of you who were kind enough to speak to us showed how proud you are of your school. Your school is satisfactory. This means that some things are good, but others could be better.

What we found out about your school:

You like school, and make satisfactory progress. The standard of your work is similar to most schools, but the older ones could do better in writing.

Your behaviour is good, and you help make the school a happy place.

You have an excellent knowledge of how to keep safe and to live healthy lives. Your lunches are very healthy.

You think a lot about people in the world who are not as fortunate as you.

Your leaders help to run the school smoothly.

You have an interesting range of activities provided for you, and you enjoy the clubs at lunchtime and after school that teach you important skills in things like music and sport.

Your teachers are doing a satisfactory job. They work hard to plan interesting work, and help you when you find things difficult.

All staff at the school take good care of you and keep you safe.

The Reception class gives children a good start to school.

What we would like the school to do now:

Help you older ones improve your writing; you can help by doing your very best writing in all subjects.

Make sure that those who find learning easy are given harder work.

Get the teachers in charge of subjects such as English, mathematics and science to check more closely on how well you are taught.

Good luck for the future.

Yours sincerely

Terry Elston

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.