

Highley Community Primary School

Inspection report

Unique Reference Number	123371
Local Authority	Shropshire
Inspection number	348918
Inspection dates	23–24 June 2010
Reporting inspector	Michael Smith HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Rev Clive Williams
Headteacher	Mrs Marion Jones
Date of previous school inspection	3 December 2008
School address	Grasmere Drive Highley Bridgnorth
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Age group	4–11
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. They visited 18 lessons, and observed nine teachers. Inspectors held meetings with staff, pupils and governors. They observed the school's work and looked at governing body minutes, aspects of community work, the minutes of meetings with the school improvement partner, subject evaluations and school action plans and evaluations. Because the school was not given any notice of the inspection, it could not send out questionnaires. However, the inspection team took account of questionnaires which the school had previously sent to pupils and parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at how well the school has improved the following areas identified as needing improvement in the previous report:

- rates of progress and standards, particularly in English and mathematics
- the use of information from assessments by teachers to challenge all pupils at the right level and provide those needing additional help with high quality support
- the curriculum, so that it offers all pupils, particularly the more able, further opportunities to work independently
- the quality of teaching and learning, ensuring that all teachers set challenging targets and give pupils clear guidance as to how well they are doing and what they need to do to improve their work
- a secure outdoor area to support children in Reception with their learning
- leadership at all levels to monitor the school's work rigorously and take effective action to drive school improvement.

Information about the school

This is an average-sized primary school. The vast majority of pupils are from a White British origin. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils' needs cover a wide range, but are mainly specific learning (dyslexia), behavioural and speech language and communication difficulties. When the school was last inspected, it was judged to need special measures because it was not providing a satisfactory standard of education and was judged not to have the capacity to improve. It was asked to improve the areas which are listed above. Since that inspection, the school has had a change of headteacher, deputy headteacher and a number of subject leaders. HMI and additional inspectors visited the school in April and November 2009 and March 2010 to assess the school's progress. At the last monitoring visit, the school was judged to be making good progress in tackling the weaknesses.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The senior leaders within the school have inspired and motivated staff so that now the overall effectiveness is satisfactory. However, staff know that this is only the start of the improvements and are firmly committed to carry on getting better. As one member of staff said, 'We feel we can use our own professionalism to identify how best to meet the needs of the pupils. I feel inspired and empowered again.'

Children get off to a good start in the Early Years Foundation Stage. In Key Stages 1 and 2, standards have risen but, because of previous inadequate progress, standards at the end of Year 6, although improved, are below average. In other years, the school's accurate records show that standards are broadly in line with those expected for pupils' ages. Teaching is much improved and satisfactory overall. There is also much good teaching within the school, and lessons that are often lively and engaging. However, the school is aware that not all teaching is of a high standard. At times, lessons fail to get off to a brisk enough start and the pace of learning is slow. Assessments are not always used effectively to ensure that teaching builds upon pupils' prior learning and is well matched to individual needs. A strong feature of the school is the excellent relationships between pupils and staff. Good pastoral care and support ensures pupils feel safe and develop well as individuals, both socially and morally. As a result, pupils behave well. The recent trip to Birmingham made a good contribution towards pupils' understanding of life in multi-cultural Britain as well as considering different ethnic and religious backgrounds.

The school has an accurate self-evaluation and ambitious plans for further improvements. The very strong lead from the headteacher, well supported by the deputy headteacher and other leaders, has ensured there is a momentum within the school. Areas identified for improvement in the previous inspection report have all been improved and this is a much improved school. Consequently, the self-esteem of staff and the pride they take in their work have increased. Staff feel valued and so want to ensure that they do the best for the pupils. There is a strong potential for the school to carry on improving but many of the changes for the better are not fully embedded and hence the school is judged to have a satisfactory capacity to improve. The local authority has worked very effectively with the school. Subject advisers have supported subject leaders and individual members of staff well. Subject leaders have then been able to lead developments within their curriculum areas but they do not all effectively monitor the work to identify areas for improvement. The school now provides satisfactory value for money.

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What does the school need to do to improve further?

- Continue to raise standards in mathematics and English by eliminating the impact of previous inadequate progress.
- Build upon the good practice within the school to improve further the quality of teaching by ensuring that lessons consistently;
 - start briskly and maintain a good pace
 - take account of prior learning to ensure that all pupils are fully challenged.
- Ensure all subject leaders take greater responsibility to monitor and evaluate their curriculum areas, to identify areas for development and then secure improvements.
- 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

Progress across Key Stage 1 has improved and is now satisfactory. Observation of lessons shows lower attaining pupils are now better supported in accessing the work. In Key Stage 2, school records show that the quality of learning has improved, and the emphasis on raising standards in mathematics and English means that results in 2010 are expected to be just below average. Classroom observations and work in books shows that pupils are more confident with their work and they now make at least satisfactory progress in lessons and between termly assessments. They are often fully engaged in their work and there is frequently an enthusiastic buzz within lessons. By comparison, the few occasions that pupils are observed as being passive and less interested are very noticeable. Work is better matched to individual needs and pupils with special educational needs and/or disabilities now make satisfactory progress overall, with some making up for previous poor progress. Teachers generally use information on the level at which pupils are working to make sure higher attaining pupils are challenged, but that is not always the case. Pupils talk confidently about their literacy and numeracy targets and they regularly check their work against these during lessons.

Pupils behave well in lessons and around the school. They are polite and courteous to adults, demonstrating good social and moral development. Attendance is above average and shows that pupils enjoy coming to school, although weaker key skills means that preparation for their future is satisfactory. Pupils make a valuable contribution to the school, with many of them volunteering for additional responsibilities, for example running the healthy tuck shop at break or helping to clear the dirty plates after lunch. Pupils take pride in their work and this is often displayed; they were particularly proud that they could change the way in which house point totals are displayed. They enjoy cultural events and pupils were observed enthusiastically designing totem poles and performing Native American chants. Pupils were also given opportunities to reflect upon the lives of others and to consider spiritual elements of their work.

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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	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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is continuing to improve and is satisfactory overall with some good practice. The best lessons are active and pacy. Work is matched to the differing abilities and needs of pupils. Good use is made of teaching assistants to support groups of pupils. Pupils regularly have opportunities to work collaboratively in small groups and to experiment within science and investigate within mathematics. Lessons are often planned to include opportunities for pupils to work independently and objectives include support for pupils to work collaboratively and to consider how to work effectively as a group. Although this is not consistent and in some lessons pupils are not as engaged and enthusiastic.

Relationships between staff and pupils are good. Staff use lesson objectives well and do not waste time by insisting pupils copy these into their books as they are often on gummed labels or already pasted in. Objectives are referred to during lessons to consolidate learning and remind pupils what they are aiming for; they are also used well at the end of some lessons to identify how well pupils have achieved. Marking has improved and now it supports pupils progression by identifying errors, indicating how to

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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improve and then pupils being given time to make the improvements. However at times assessment is not used well to ensure pupils build upon previous work.

The curriculum includes a variety of topics and pupils enjoy learning Spanish. They can be heard greeting each other or speaking to staff in Spanish at different times during the day. Good use is made of a wide variety of events, for example the very large 'paella' which was made with different fabrics. The school has worked well to increase the guidance and support it provides for pupils so that these are now good. Staff provide good support for pupils whose circumstances make them vulnerable and utilise the expertise of other agencies for good collaboration. Pupils who receive additional support in the 'sunshine room' make good progress in developing better social skills.

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 leadership of the school has improved and senior leaders give a strong steer on how to carry on getting better. The strong commitment and ambition of the headteacher, and deputy headteacher, are palpable and shared by staff and parents. Staff who have recently been given responsibilities for subject leadership feel empowered and supported to carry out their roles. They have monitored the planning and are working with subject advisers to extend their role to classroom observation and scrutiny of work in books. Some of the parents spoken to as part of the inspection feel that the school has improved significantly and that the headteacher takes note of their concerns, for example changing the way in which parents could meet with her at the end of school. The school has worked well with partners, both within the local community and also the local authority whose very good support has brought about improvements to the quality of the provision within the school and the expertise of middle leaders. The school plays an active role within the local community and, with the visits of pupils to Birmingham, along with work considering different communities across the globe, makes a good contribution to community cohesion.

Governors hold the school to account from an informed viewpoint. They work with subject leaders through a programme of observations and monitoring to ensure that they have a clear understanding of how well the school is doing and what it needs to improve. They ensure the school's policies and procedures mean that pupils have equal opportunities to achieve their potential and, as improvements become embedded, more do. The school complies with current requirements and ensures good safeguarding

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procedures.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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

Children start Reception with skills and knowledge lower than expected for their age and they make good progress in the majority of areas of learning. They take on some responsibility for their own learning and develop independence. They understand how to keep safe and healthy and they formulate good relationships with adults and the other children in their class. A good understanding by staff of the children's needs, and how they learn, ensures good quality provision. The environment inspires children's learning and generates an interest within pupils about their surroundings. The outdoor area is used well and children make appropriate choices for themselves without undue adult direction. Staff are deployed well to meet the needs of the children, with strong management of behaviour and relationships. Assessments are used effectively to identify how well children achieve.

Leaders ensure good partnerships with parents and carers and work well with outside agencies. Links with other local early years providers are developing and improving. The safety of children is seen as being of paramount importance. Leaders have an accurate understanding of strengths and weaknesses of provision and take effective steps to improve it.

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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

No questionnaires were distributed to parents, as this was originally a section eight inspection.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



25 June 2010

Dear Pupils

Inspection of Highley Community Primary School, Bridgnorth, WV16 6EH

I visited your school with two other inspectors recently. As many of you are aware, I have been visiting every term for the last four terms. In fact, some of you know me so well you greet me like a lost friend. As always, I was impressed with how well you behave and how polite and courteous you are. Well done, as these attitudes have helped your school get better. It is with happiness that I must tell you that your school has improved and is now satisfactory, with some good areas. Sadly, for me, that means that I will not be returning to see how well you are getting on. Your school no longer needs special measures, and this is because the whole school has got better. You have helped by working hard and behaving well. You have also improved how well you do in mathematics and English but I have asked your school to try and improve these a bit more. I am sure you will help by working even harder.

Teaching has got better and many lessons are very exciting and interesting. As one of you said, 'Lessons are more fun now because of the changes to the way teachers teach. We also help them plan.' We have asked the school to build upon this improvement so that all lessons are good, get off to a swift start and make you work at a fast pace. Also that your work always starts from where you left off last time you did that topic.

Another reason why your school has got better is the very hard work of your headteacher, deputy headteacher and other staff. They have concentrated on making sure that you all do well in lessons and have improved all you do. They provide good pastoral support and they know you very well. In order to get even better, we have asked the school to make sure that teachers who are responsible for different subjects regularly go into lessons to see how well you are doing in different classes and then plan for further improvements.

I hope you all carry on improving and that you do well in the school before you go on to secondary school. I also hope you enjoy the visit if your friends from the school in Birmingham come and visit you next term. I hope they will like your totem poles when you complete them.

Yours sincerely

Michael Smith

Her Majesty's Inspector

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