

Outwoods Primary School

Harehedge Lane, Horninglow, Burton-on-Trent, DE13 0AS

Inspection dates 16–17 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make a positive start in the Early Years Foundation Stage and make good progress.
- Phonics (the sounds that letters make) is taught well and, as a result, the youngest pupils make good progress and attain well by the end of Year 1.
- Senior leaders work together effectively as a team and are a driving force behind the improvement in the quality of teaching and the rise in attainment at Key Stage 1 in reading and mathematics since the last inspection.
- Good-quality training has ensured that teaching is typically good over time and pupils are making faster progress across the school since the last inspection, particularly in Years 2 and 6.
- Pupils are now attaining above-average standards in English and mathematics in Key Stage 2.
- Disabled pupils and those who have special educational needs make good progress due to well-targeted support throughout the school.
- Attendance has improved considerably on previous years and is currently above average because pupils love coming to school and good systems support the families that need help.
- Pupils behave well and have good attitudes. They work happily together and provide a warm welcome to visitors.

It is not yet an outstanding school because

- Teachers do not always demand enough of more-able pupils in lessons to get the best out of them.
- Sometimes, the progress of pupils slows because teachers' lesson introductions go on for too long.
- Pupils for whom the school receives extra funding do not make fast enough progress in Key Stage 1.

Information about this inspection

- Inspectors observed 24 lessons taught by teachers and support staff. Three lessons were observed jointly with senior leaders.
- Meetings were held with pupils, representatives of the governing body and local authority, and staff, including senior leaders and teachers in charge of subjects.
- Inspectors took account of the 35 responses to the online Parent View. Inspectors also considered the school’s own parental questionnaire survey and spoke informally with parents and carers.
- Inspectors observed the work of the school. They looked at a range of documentation, including the school’s own information about pupils’ progress, workbooks, and records relating to child protection and safeguarding procedures.

Inspection team

Susan Aspland, Lead inspector

Additional Inspector

Kathleen Campbell

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

Full report

Information about this school

- Outwoods is much larger than average for a primary school.
- It opened in 2009 following the amalgamation of Castle Park Infant School and William Hutson Junior School.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is close to the national average.
- A small proportion of pupils speak English as an additional language.
- The proportion of pupils who are supported through school action, school action plus or through a statement of special educational needs is average. Many of these pupils have speech, language and communication difficulties.
- An average proportion of pupils are supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed forces.
- The school has experienced recent staffing mobility due to maternity leave.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching by making sure that teachers:
 - do not talk for too long, so that all pupils have more time to practise skills
 - provide pupils with work that is matched precisely to their learning needs earlier in lessons.
- Further raise attainment, particularly for more-able pupils and those eligible for the pupil premium, by:
 - ensuring that pupil premium funding is used to provide effective support for eligible pupils, to sustain recent improvements particularly in Key Stage 1
 - ensuring that more able pupils are set challenging work as soon as possible during lessons.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery with skills, knowledge and understanding that are below the levels expected nationally for their age. For some pupils, early talking and writing skills are particularly weak. Over the last few years, the school has ensured that children make good progress so that their attainment is broadly average when they join Year 1.
- Progress from Years 1 to 6 is good overall for pupils currently in the school, but this is not yet reflected in the school's published results. In the past, progress has been slower than expected, resulting in low attainment in Key Stage 1. There has been rapid improvement this year. Progress is accelerating, particularly in Years 2 and 6, as a result of stronger teaching. Attainment has risen since 2012 in English and mathematics and is now above average.
- Attainment in Key Stage 1 has improved in reading and mathematics as a result of decisive action taken since the last inspection to strengthen teaching and the accuracy of teachers' assessments. There are strong indications that there is rapidly improving attainment in writing but it is too early for the school to demonstrate this in published results. Teaching reading through letters and sounds (phonics) is helping pupils to make good progress in sounding out words and to attain national expectations in reading. By the end of Year 1, most pupils have the confidence to read by breaking down words into sounds. The 2012 phonics screening check showed well above-average attainment.
- An increasing proportion of pupils are attaining higher levels at Key Stage 2 in reading, writing and mathematics. Pupils are benefiting from more opportunities to write in subjects other than English.
- Help is targeted with pinpoint accuracy at pupils in the most need. Disabled pupils, those who have special educational needs and pupils learning English as an additional language make good progress throughout the school because they receive highly effective individual help. A significant number of pupils with special educational needs have poor communication skills in Reception and Year 1; the school has been quick to address this.
- Despite the improvements evident this year, raising attainment in writing, particularly of the more-able pupils and girls at Key Stage 1, has remained a priority for the school. There is some variation in the progress more-able pupils make in lessons. Progress slows when pupils are not able to settle to work quickly enough because teachers talk for too long. When setting out their expectations for writing, not all teachers expect enough of the more able pupils.
- In 2012, pupils known to be eligible for free school meals were the equivalent of around two terms behind their classmates in English and mathematics in Year 6. This is similar to the attainment gap seen nationally. At Key Stage 1, however, the gap was much wider. Pupils eligible for the pupil premium in Year 2 were more than a year behind their classmates in mathematics and more than four terms behind in English. More effective use of the pupil premium funding this year has helped eligible pupils to narrow the gap.

The quality of teaching is good

- Teaching is good because teachers clearly show pupils what to do and their target setting and detailed marking helps pupils to know what to aim for and how to improve their work. As a result, pupils make good progress in lessons and over time.

- Adults provide particularly good support for disabled pupils and those who have special educational needs, and pupils learning English as an additional language. Work for these pupils is matched very accurately to individual pupils' needs and resources are adapted; for example, for pupils with dyslexia, by changing the colour of the background paper.
- The youngest children learn well in the indoor and outdoor areas. These are attractive spaces which promote fun and exploration; for example, working in the small herb and vegetable garden and investigating the conditions for growth of seeds. There is a good balance of opportunities for children to find out how things work and investigate, alongside teacher-led activities which support children to make good progress in counting, simple addition and reading skills.
- The quality of target setting is much improved in literacy since the last inspection. Pupils, particularly in Years 5 and 6, have a good understanding of their strengths and weaknesses in writing. This helps them to improve their work. Pupils now have good opportunities to write at length. This is a change for the better since the last inspection.
- Reading is taught well. Standards are improving because teachers develop pupils' understanding of letters and sounds, right from the start of their time at the school. Younger readers in Years 1 and 2 have confidence to work out unfamiliar words.
- Handwriting has improved across the school since the last inspection. Pupils in Key Stage 1 readily have a go at spelling unfamiliar words by breaking them down, so they write confidently. Teachers do not all insist on accurate spelling of common words.
- Where progress slows in lessons, it is because teachers talk for too long, pupils are not able to get on with their work quickly and expectations are not high enough for more-able pupils.

The behaviour and safety of pupils are good

- Pupils behave well in class and around the school. Their positive attitudes contribute to the good progress they now make in lessons.
- Pupils listen respectfully to each other. For example, in Year 5, during a debate about footballers' contributions to charities, pupils listened intently to each other's reasoned arguments.
- Children in the Nursery and Reception classes gain good social skills because adults recognise the importance of developing this aspect of children's learning right from the start.
- There is a very strong sense of community, where adults and pupils get along well together and have much mutual respect for each other.
- Older pupils care a great deal about their younger friends, and young leaders set up games at playtimes which pupils unanimously say are happy places to be. They speak passionately about the visits from Burton Albion Football Club. Pupils of different ages socialise during breakfast club and clearly enjoy each other's company.
- Pupils and families greatly value the help they receive. The nurture group is a good example of how well the school integrates into school life pupils who are at risk of not doing well.

- In discussion, pupils say that incidents of bullying are very rare and are 'nipped in the bud'. They are confident that such incidents are dealt with swiftly by adults, including the learning mentor, to make sure that there is no recurrence. They know how to keep safe, including when using the internet.
- Adults manage pupils' behaviour well and have timely responses to the rare incidents of challenging behaviour.
- A variety of rewards encourage pupils to come into school on time every day. These and the way the school follows up on absence have played an important part in the greatly improved attendance this year. Attendance is now above average, when previously it was low.

The leadership and management are good

- The headteacher and deputy headteacher have steered the school through a period of amalgamation and staffing changes. They have an accurate, well-balanced view of the school's strengths and weaknesses. Together with other senior leaders, they have succeeded in turning around previous underperformance and have secured significant improvements, including to teaching, and pupils' attendance and attainment.
- The school values every pupil as an individual and is proud of its commitment to involve all pupils. The good leadership by the coordinator for special education needs is successful in removing barriers to learning so that those at risk of not doing well have an equal opportunity to succeed. Regardless of their circumstances, all pupils are given opportunities to participate fully in school life. For example, pupil premium funding is set aside to make sure all pupils can gain the experience of going on school trips and residential visits.
- Displays and pupils' workbooks celebrate the rich range of subjects and topics taught but the pupils have relatively few opportunities to learn about other cultures. The school holds permanent Eco School status and the Bronze Primary Geography Quality Mark. Both awards have been updated since the last inspection. There are regular visitors and visits offsite to excite and motivate pupils. For example, children in Reception went on a walk during the inspection to explore their locality.
- A strong partnership with the Burton Learning Cooperative Trust is helping the school to develop strong systems to confirm the accuracy of teachers' assessments of how well pupils attain. This means that the school has an accurate picture of pupils' progress over time from which to plan improvements. This is a significant improvement because school leaders and the local authority have previously acknowledged that assessments in the past, particularly in Key Stage 1, have not been wholly reliable.
- Parents talk positively about what they like about the school. They say teaching is good, staff listen well to them and that the youngest children are well supported when they start school.
- The local authority offers a low level of support but the school has taken up appropriate training for teachers, for example to develop subject knowledge in English.
- Staff value the support they are given to develop their teaching skills. As one teacher commented, 'I've had great support in my teaching.' Staff can talk about how their teaching is improving.
- The checks carried out by senior leaders on the quality of teaching give an accurate view of its

good quality. Meticulous systems to keep a close eye on the progress of individual pupils, including disabled pupils and those who have special educational needs, have contributed to a rise in the quality of teaching from satisfactory to good since the last inspection. However, the school is aware that lesson observations do not always focus consistently on the impact of teaching on the learning of specific groups, particularly the more-able pupils and pupils for whom the school receives pupil premium funding.

■ **The governance of the school:**

- The governing body is supportive and governors make sure that the school meets its statutory obligations relating to safe recruitment and the safeguarding of pupils. They keep their safeguarding training up to date, and monitor this aspect well. This year, they have used pupil premium funding well to employ additional staff to support eligible pupils in Key Stage 1. This is rapidly raising attainment levels for pupils eligible for pupil premium funding.
- The governing body has recently strengthened its systems to gather first-hand evidence of the impact of school improvement initiatives on pupils' learning but is not consistently asking searching questions of school leaders. The governing body works with senior leaders to ensure that teachers are not rewarded unless they successfully help pupils to make at least good progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135282
Local authority	Staffordshire
Inspection number	406596

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	519
Appropriate authority	The governing body
Chair	Denise Shaw
Headteacher	Lesley Wells
Date of previous school inspection	21 June 2011
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