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26 September 2014

Mrs J Gupta  
Captain Webb Primary School  
Webb Crescent  
Pool Hill  
Telford  
TF4 3DU

Dear Mrs Gupta

### **No formal designation monitoring inspection of Captain Webb Primary School**

Following my visit to your school on 25<sup>th</sup> September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because the Chief Inspector was concerned about the behaviour of students on the basis of the responses about the school on Parent View.

### **Evidence**

I considered a range of evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussions with pupils
- documentary evidence
- discussions with school leaders and staff.

Having evaluated all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

## **Context**

This is a slightly larger than average primary school. The proportion of pupils known to be eligible for free school meals is well above the national average and the proportion of pupils from minority ethnic groups or known to speak English as a second language is well below national averages. The number of pupils supported at school action and school action plus, as well as those with a statement of special educational needs, is average. The school is in an area of high deprivation.

## **Behaviour and safety of pupils**

Pupils' behaviour is good. This is because there are very clear structures and routines in place that all members of staff apply at all times of the school day. Pupils are happy to come to school because they feel safe and enjoy their learning. They say that they are confident any problems they may have will be sorted out and many of those spoken to described what their response would be if they were bullied. One older pupil explained that the school had worked with them to model responses to any unacceptable behaviour. I spoke to a number of pupils both during break times and as part of a meeting. It was clear that they understood different types of bullying, how to keep themselves safe and the different forms that risk could take, including through internet use.

Arrival at school is calm and orderly. Most pupils are brought to the school by parents or carers and many staff are present to greet them, including you and your senior leaders. This is taken as an opportunity to discuss any problems or concerns that may have arisen. One parent who I spoke to said that her child had been having problems with another child in the school and although it was not yet fully resolved, school leaders had done everything possible to reach a solution. Many parents chose to approach me in order to share their positive views of the school. Although two parents raised concerns about specific decisions taken by school leaders, these were not related to behaviour.

You, your leaders and governors also canvass parents' views and records show that parents are encouraged to offer suggestions for how the school can improve. In the majority of cases where suggestions have been made, these relate to further improving communication between school and home. In response to this, you have established a weekly newsletter to keep parents informed about events and achievements. This has been a useful initiative as not all parents have access to the internet and has gone some way to addressing the issues raised. Currently, not all required information has been migrated to the new school website and we agreed that this needs to be addressed rapidly.

In lessons, almost without exception, pupils listen carefully and follow instructions quickly. This is because teachers have high expectations of what that they can achieve and plan interesting and engaging activities that are relevant to pupils' lives. Pupils spoke of being 'ready to learn' and could explain what that means. Teaching assistants work very effectively to support those pupils who have difficulties in concentrating or regulating their behaviour so that they are fully included in lessons. Consequently, these pupils are able to work effectively and collaboratively with their peers.

Strategies to manage behaviour are well-established across the school and fully understood by pupils of all ages. They are very keen to earn the rewards for good behaviour that are part of the school's behaviour management policy and are clear about the behaviours that will lead to sanctions. One pupil noted that 'nobody likes to get a blue square.' Currently, the school has a range of reward systems, some of which are age-related. For instance the youngest children collect DoJo points and these are frequently used as learning tools as well as rewards. Currently, however, although behaviour incidents are recorded promptly, you do not routinely analyse these to identify any emerging patterns.

The school has recently undergone an extensive building programme which is now coming to an end. This has entailed some adaptations to routines, including designation of playground spaces and arrival and departure points. This has been managed well, so that disruption to learning has been minimised and pupils have been able to access supervised outside spaces throughout the process.

The conduct of pupils around the building and at different times of the day is good. This is because they are very well supervised. All staff, including midday assistants, have high expectations of behaviour and pupils know and understand what these are. Pupils are escorted to and from breaks by their teachers. As a result, they settle back to learning very quickly so that there is minimal loss of learning time.

The lunch break is sensibly staggered so that younger children eat first. Teachers and midday assistants are present throughout and pupils are suitably encouraged to eat healthily and to develop good manners. I observed midday assistants sitting with younger children to model handling of knives and forks where required, encouraging children to eat and making sure that everyone was seated appropriately. Outside, supervision is also good and although in the Key Stage 2 area there is occasionally some boisterous behaviour this is addressed rapidly. Pupils play together happily in both play areas and no child was left alone.

You keep careful and detailed information about bullying and racist incidents, including the actions taken. These are few because leaders do their best to pre-empt potential problems. For instance there is a 'Look Out' book which records concerns about pupils raised by any member of staff or by parents. This is kept in the staff room and staff are expected to check it each day so that they are aware of potential problems. Consequently there have been no fixed term or permanent exclusions for the last two years.

### **Priorities for further improvement**

- Further develop communication with parents, so that the very small number who are critical of school decisions or policies are kept informed of how the school is responding to their concerns.
- Ensure that the detailed records of different types of behaviour across the school are fully analysed so that patterns can be identified to inform further action.
- Ensure that all required information, including policies, is transferred to the new school website.

I am copying this letter to the Director of Children's Services for Telford and Wrekin to the Secretary of State for Education and to the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Mel Ford

**Her Majesty's Inspector**