

Wrekin View Primary School

North Road, Wellington, Telford, TF1 3ES

Inspection dates 1–2 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils are not achieving as well as they should, particularly in reading and mathematics.
- Staff turnover has slowed leaders' work to speedily improve teaching and pupils' achievement.
- The curriculum in the Early Years Foundation Stage requires improvement. The work is not always planned well enough to sufficiently challenge all the children.
- The school has not acted quickly enough to improve the opportunities pupils have to read often and widely.
- Teaching is not consistently good enough to ensure all pupils, particularly the most able, make enough progress in all subjects.
- Pupils do not always know what they need to do to succeed in lessons and too often are not given opportunities to correct their own work.
- The school does not plan carefully enough for pupils to learn about cultural, political and social issues in order to make them better prepared for life in modern Britain.

The school has the following strengths

- Pupils' behaviour in and around the school is good.
- The school works hard to make sure pupils are safe.
- Recently senior leaders have secured improvements in teaching, this has resulted in rapid improvement in the progress made by pupils, particularly in Year 6.
- The new headteacher has accurately identified areas for development and in a short time since joining the school has begun to address these.
- Governors are supporting and challenging the headteacher and senior leaders well. They ask challenging questions to gain a good understanding of the work of the school and how effective it is.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons. Three observations were undertaken jointly with senior leaders. Inspectors also observed two assemblies, listened to pupils read and looked at pupils' work in their books.
- Inspectors met with pupils and talked to them about their work. Meetings took place with the headteacher, subject leaders, governors and representatives from the local authority.
- Inspectors reviewed a wide range of documentation, including the school's evaluation of its own performance, data on pupils' attainment and progress, attendance and behaviour records, safeguarding procedures, evaluations on the quality of teaching and minutes of meetings of the governing body.
- Inspectors reviewed a selection of work in pupils' books.
- Inspectors took account of the 26 responses to Ofsted's online questionnaire, Parent View. They also spoke with parents.
- Views expressed in questionnaires returned by members of the school staff were considered.

Inspection team

Patricia Hunt, Lead inspector	Additional Inspector
Elaine Stevens	Additional Inspector
Martin Bertulis	Additional Inspector

Full report

Information about this school

- The school has a new headteacher who took up his position at the beginning of September 2014.
- The school is a larger than average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium, which is additional funding for pupils known to be eligible to free school meals or those looked after by the local authority, is above average.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, however, the proportion supported through school action plus or statements of education, health and care plans is above average.
- There is specially resourced provision for disabled pupils and those who have special educational needs that is attended by pupils from the school and sometimes pupils from other schools. The pupils have communication, speech and language difficulties.
- On occasions some pupils are educated at The Linden Centre in Telford, which is an assessment centre to promote inclusion and positive behaviour.
- Since the previous inspection in October 2012 the school has experienced a high turnover of staff, including headteacher and senior leaders. More than two-thirds of the class teachers have been appointed since the last inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and further increase pupils' progress by ensuring that:
 - all pupils know what they need to do to succeed and what they need to do next, and that they have the opportunity to correct their own work more often
 - teachers provide the most-able pupils with work that makes them think hard and learn as quickly as they can
 - there are better opportunities for pupils to read often, more widely and with enjoyment.
- Improve leadership and management, particularly in the Early Years Foundation Stage by:
 - using accurate assessments to make sure that children in the Early Years Foundation Stage are challenged appropriately and have the opportunity to explore their interests
 - continuing the effective partnership with the Local Authority Specialist Leader of Education in Early Years to move policy and practice to good
 - ensuring that pupils across the school learn about other cultures and political and social issues in order to make them better prepared for life in modern Britain.

Inspection judgements

The leadership and management requires improvement

- Leadership and management of Early Years Foundation Stage require improvement because planning is not always pitched at the right level of difficulty for children of different abilities.
- Although leaders and governors have taken action to address weaknesses in teaching and pupils' achievement, they have been hampered by a high turnover of staff, which has limited the impact of this work.
- The school's commitment to art, music, foreign language and sport is beginning to contribute to pupils' spiritual, moral, social and cultural development. However, currently these opportunities are not planned sufficiently carefully across the school to prepare pupils well for life in modern Britain.
- Recent appointments have strengthened the leadership team. Leaders are now more effective and understand the roles and responsibilities for holding teachers to account for pupils' progress. Their actions are beginning to lead to better progress being made by those pupils at the end of Year 6 in 2014.
- The school is currently evaluating how it will move forward in its preferred approach to assessment following the removal of National Curriculum levels.
- Appropriate annual performance management targets are set for all staff. These are linked to pay, whole school priorities and standards set for teachers.
- The national primary sports funding has helped to provide specialist coaching for pupils and staff. This has resulted in increased interest and participation in sporting activities. Pupils spoke positively about the activities on offer to them.
- The new headteacher has accurately identified areas for development. He is committed to meeting the challenges that lie ahead in order to improve the school.
- The local authority has provided support and challenge since the previous inspection. They assisted the school in improving teaching and this resulted in much improved progress made by pupils in the school during 2014.
- Leadership of the specially resourced provision is good because leaders keep a close check on the progress made by the pupils who attend and ensure that they are fully included in the life of the school.
- **The governance of the school:**
 - Governors are supportive and challenging. They ask probing questions particularly about any dips in pupils' attainment and progress rates. The school improvement committee has been forensic in questioning underperformance using information from the local authority's half termly review meetings. As a result governors have a clear understanding of the work of the school and how effective it is.
 - Governors have used their skills to check the school's budget, including the approval of pupil premium spending and the sports premium to ensure that these are having an impact on pupils' achievement.
 - Governors understand the arrangements linking teachers' performance to pay and are involved in checking whether the senior team and staff have achieved their targets before agreeing to any pay rises.
 - Governors are aware of some of the opportunities available that prepares pupils for life in modern Britain, but the school has yet to plan an appropriate range of work and activities so that any gaps in the school's curriculum may be addressed.
 - The governing body are aware of the development of new curriculum and assessment strategies, and discussions have taken place. Governors ensure that current government requirements for safeguarding are met.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Around the school pupils are well behaved. They get on well with each other and their teachers. They take a pride in their school, their uniform and their appearance.
- Children in the Early Years Foundation Stage settle quickly into nursery and reception. Teachers and other adults promote and constantly reinforce good behaviour.
- Pupils accept classroom routines and settle quickly to their work. Their confidence in answering questions grows as they move through the school. Pupils work well together and alone and demonstrate resilience in solving problems, particularly in mathematics.
- The school's new approach to promoting and rewarding positive behaviour has been received well by pupils and the impact on behaviour has been noticed by staff and parents.
- Pupils' attitudes to their learning are improving, however in a small number of lessons pupils are not motivated by the tasks provided for them in lessons.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are polite, well-mannered and are confident when speaking to adults. Pupils told inspectors they feel safe in school and that bullying is rare. They have a good understanding of internet safety and know what to do should there be any cyber bullying.
- The school's focus on improving attendance is making a difference and attendance rates are now broadly in line with that of most schools. The work of the newly appointed Learning Mentor and the local authority's Education Welfare Officer has been instrumental in this improvement. A small number of pupils are often late for school and for these pupils over time their progress is hampered. The school is actively working with this group of parents.

The quality of teaching requires improvement

- Teaching is not yet consistently good. Weaker teaching has affected learning and progress over time. Whilst teaching is improving, inconsistencies remain, resulting in a legacy of weaker progress for many older pupils. Leaders have recently secured improvements in teaching, which has led to better progress made by pupils, particularly in Year 6.
- Teachers do not have consistently high expectations so that the level of challenge, especially for the most able pupils, is not always high enough.
- Teachers are clear about what they expect pupils to achieve in lessons, however, pupils are not always sure what they need to do to succeed. Too often pupils do not have the opportunity to correct their own work and so do not learn from their mistakes.
- Learning opportunities in Early Years Foundation Stage do not always provide appropriate challenge to ensure the children make the best progress they can.
- Disabled pupils and those who have special educational needs generally make good progress. Teaching assistants support pupils' emotional needs well. They work well with teachers so that they are aware and understand lesson planning and what is expected of them.
- Questioning is used well to involve pupils and to find out what they understand and to deepen pupils' knowledge and understanding.

- The support for pupils in the specially resourced provision is good. These pupils make good progress because they are given specialist support for their different communication and language needs. The pupils are successfully reintegrated into their classes for afternoon sessions, when they practice the skills they have learned.
- Pupils' work is marked regularly, often with suggestions for improvement. Most pupils, particularly the older ones, regularly respond to marking. Planned opportunities are made available throughout the school day for pupils to have time to read the teacher's comments but pupils do not always have sufficient time or opportunity to correct their work.
- Relationships between teachers and pupils are strong. Most teachers are secure in their subject knowledge and check on pupils' learning throughout the lessons.

The achievement of pupils

requires improvement

- Pupils' progress has varied too much since the previous inspection. While progress is now more consistent and often good, it remains slower in Years 3 and 4. As a result, the pupils have to work much harder in Years 5 and 6 to catch up. As a consequence of this inconsistency across the school, pupils' achievement requires improvement.
- Pupils' progress in reading and mathematics is not yet consistently good throughout the school. Since the previous inspection progress has varied considerably. Improvements in teaching in Year 6 last year led to better progress being made in all areas. However, this was not enough for these pupils to reach their potential because of weaker teaching during previous years.
- The national assessments for 2014 have yet to be published but show that the attainment and progress of pupils in Year 6 last year is likely to be below average in reading and mathematics.
- Pupils make inconsistent progress in reading. The school has not acted quickly enough to promote a culture for reading, particularly in Key Stage 2, to encourage pupils to read widely and often.
- Year 6 pupils supported by pupil premium funding in 2013 were around four terms behind their classmates in reading and mathematics, and three terms behind in writing. Support for eligible pupils has improved, so that pupils in Year 6 now make progress similar to their peers. The attainment gap has narrowed and is currently around one term in all subjects. When compared with all pupils nationally the gap was previously two terms in reading and mathematics but, in writing, pupils do better than other pupils nationally. The 2014 data shows that the gaps have narrowed.
- Pupils' attainment at the end of Year 2 was below average in 2013 in reading, writing and mathematics. Attainment has improved in the current year with indications that the gap between the national average and the school is closing.
- Disabled pupils and those who have special educational needs make good progress. Strong leadership effectively identifies the needs of individual pupils and staff provide clear action plans.
- The achievement of pupils in the specially resourced provision is good. The staff ensure that the work provided helps pupils to reach the targets they are set by outside specialists.
- Outcomes at the end of Reception have risen over the last two years but there is still more to do to ensure that all children make good progress. Children start in Reception with skills and understanding that are below levels typical for their age. The children currently make good progress and this year have reached broadly average standards as they enter Year 1.
- The proportion of Year 1 pupils attaining the expected standard in the screening check in phonics (letters and the sounds they represent) was above average in 2013. More effective teaching of phonics continues

to contribute to improved progress.

- An increased range of opportunities for pupils to write for a range of purposes in other subjects is enabling more pupils, especially girls, to reach the higher level 5 in Year 6 in writing.

The early years provision

requires improvement

- Leadership in the Early Years Foundation Stage requires improvement. Most recently, particularly in the reception classes teachers are not planning opportunities for the children to explore their own interests and learn through play. As a result, the children do not make as much progress as they could. However, with support from the school's leadership team and the Local Authority Specialist Leader of Education in Early Years the necessary changes are being made to the provision to enable all children to make progress and achieve success.
- Children play well together in nursery and reception. In Early Years Foundation Stage there is a caring ethos where the adults encourage children to cooperate and take turns.
- Children's behaviour is good and they respond well to the adults who look after them.
- The learning area in nursery and reception is mostly bright and stimulating with good facilities for outdoor play.
- In nursery children are provided with an exciting range of activities that encourage them to ask questions, explore and use their imagination. These youngest children have settled well into the routines of the nursery. Staff have got to know the children quickly and are already being effective in supporting their speech and language development.

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	133757
Local authority	Telford and Wrekin
Inspection number	442580

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Celina Johnson
Headteacher	Adrian Pembleton
Date of previous school inspection	3 October 2012
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