

Serco Inspections
Colmore Plaza
20 Colmore Circus
Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T: 0121 679 9164
Direct email: tim.ogbourn@serco.com



26 January 2015

Adrian Pembleton
Wrekin View Primary School
North Road
Wellington
Telford
TF1 3ES

Dear Mr Pembleton

Requires improvement: monitoring inspection visit to Wrekin View Primary School

Following my visit to your school on 23 January 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in month and year. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Ensure that targets for the progress of each year group are identified in the improvement plan and that progress towards achieving these is recorded.
- Accelerate the development of high quality marking for all year groups in all subjects.

Evidence

During the inspection, meetings were held with you, other senior leaders, pupils, members of the Governing Body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. In addition, HMI made a number of short visits to lessons and scrutinised pupils' work in literacy and numeracy.

Context

The school has suffered from some turbulence in staffing, including at senior leadership level. However, stability has now been achieved and the new headteacher has a secure leadership team with one additional member to join in April.

Main findings

You are taking effective action to address the key areas for improvement in the last Ofsted report. You feel that the judgement accurately reflects the school at this point in time. Consequently, leaders, staff and governors have responded positively and are keen for the school to move to good as quickly as possible and there is a very clear view of what needs to be done to achieve this.

Coherent, structured actions have been identified over an appropriate time frame to effect the improvements required. Within this process all staff have been allocated to teams that reflect the school's priorities for improvement. Governors are also linked to these, and therefore have an accurate overview of activities and their impact. The carefully selected team remits have also enabled you to ensure that teachers with additional responsibilities are leading on an area that will have impact on whole school improvement.

You, your leaders and governors report a strong shift in the ethos of the school, which all staff are 'buying' into. You feel that staff are very much a part of the drive to get to good because they are clear that the school's overriding purpose is to ensure that all pupils make the progress of which they are capable. Recent training in the school to support the development of your preferred approach to assessment of the new curriculum has had a positive impact. You report that staff engaged well with the concepts presented, questioning and developing their responses at a high level.

Senior leaders and teaching staff are now using information about pupils' progress much more effectively. This is because you have introduced a system that offers analysis in a range of ways and formats, so that teachers and governors, understand much more rapidly where there is underperformance. Increasingly, this information is being used well, in conjunction with other monitoring activities, to inform targeted support for those pupils who need it.

You report that teaching is beginning to improve, although not yet consistently good. However, through the rigorous systems put in place to monitor performance

and pupil progress, you and your leaders are ensuring that all staff are both challenged and supported to improve where necessary and this is beginning to have a positive effect. All staff have performance targets linked to pupils' achievement. No member of staff progresses on the pay scale if they have not met these.

A key area for improvement at the last inspection was marking. All teachers are now following the school's marking policy. This means that pupils are clear about what they should be learning and, through the use of success criteria, what that should look like if they learn well. There is evidence that pupils now have opportunities to assess their own work. However, the quality of comments made by teachers is highly variable. Many focus too much on the content of a piece of work, rather than the skills being developed. Teachers frequently pose questions to pupils, but too often these are not then followed up. Whilst, progression can be seen in most books scrutinised, there is little evidence of matching activities to the abilities of pupils, a key plank in improving achievement. More positively, all pupils spoken to knew what their targets were and where they were in achieving them.

A number of initiatives introduced are having an impact on raising expectations. For instance, pupils speak enthusiastically of the 'Reach for the Stars' charts that are now in all classrooms. They say that this encourages them to try harder to make more progress. You have developed homework books which are very popular with pupils. This is because it provides them with an element of choice about how they extend their learning. One Year 6 pupil explained that they are all expected to decorate their books because they are personal to them and this makes them proud to bring their completed homework into school to share with their class.

You have also introduced a termly report to parents, through the development of Learning Passports, so that parents can be helped to support their children's progress. The much improved parent voice feedback that has recently been collected by the active governing body suggests that these initiatives are appreciated.

A new thematic curriculum for social, moral, spiritual and cultural development is now in place. You report that this is working well because it is linked with topic work so that pupils are increasingly understanding how this aspect of learning links with others and their everyday experience. Training from the local authority is also supporting the school to develop the programme further to ensure that all pupils are well prepared for life in modern Britain.

Improvement in the leadership of Early Years was a key area for development from the last Ofsted inspection. As you would agree, you have not been able to achieve this as quickly as you would wish. Effective support from a Specialist Leader of Education (SLE) has ensured that key aspects have been addressed. The focus of support has been on improving the environment, curriculum provision and children's experiences alongside the organisation and balance of adult and child learning. However, changes and absence of staff has meant that training has had to be repeated and thus the speed of impact has been reduced. You are confident that

this will be addressed when the new assistant headteacher with responsibility for Early Years joins the school in April.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The local authority is providing good support that is well-focused on the school's improvement priorities. They have brokered support from an SLE for Early Years. This has been crucial in enabling the school to begin addressing the issues in this phase prior to the arrival of the new assistant headteacher.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Telford and Wrekin and as below.

Yours sincerely

Mel Ford
Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy
- Contractor providing support services on behalf of the local authority - where appropriate