

Lawley Village Academy

Bryce Way, Lawley Village, Telford, Shropshire TF4 2SG

Inspection dates

23–24 May 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders, governors and the trust have responded well to the changing needs of the school to ensure that teaching is good and pupils' outcomes are strong. They are aspirational for the school as it moves through a period of rapid growth.
- Leaders have a good understanding of the school's current context and its future needs. They are developing middle leaders to enhance the leadership capacity in the school.
- Leaders are focused on further improving teaching and learning. They have developed a learning culture between staff, which continues to grow as new staff join the school. Together, staff reflect on their practice and make improvements. As a result, teaching is good overall.
- Leaders track the progress and attainment of pupils carefully, including specific groups such as disadvantaged pupils, pupils who have special educational needs (SEN) and/or disabilities, and girls and boys. Consequently, no pupil is left behind.
- Leaders have developed a broad and balanced curriculum. However, they recognise that pupils do not have as many opportunities to write at length in other subjects as they do in English.
- Teachers make learning interesting for pupils. They develop pupils' reading and writing skills well. Pupils' spelling, however, is not as good as it could be because teachers do not have consistently high enough expectations.
- In mathematics, pupils achieve well and make strong progress. Although they can carry out simple problem-solving activities, their ability to reason and explain their understanding in mathematics is less well developed. On occasion, the tasks they are given do not sufficiently challenge their thinking.
- Children in early years develop literacy and numeracy skills well. Consequently, they achieve a good level of development at the end of Reception.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils behave well and treat adults and each other with respect.
- There is a strong culture of safeguarding. Pupils demonstrate a clear understanding of how to keep themselves safe in school, when using the internet and outside school.
- The school is well supported by the multi-academy trust and the local governing body. However, the local governing body does not currently have a sufficiently strategic overview of the work of the school.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that governors adopt a more strategic approach to checking the impact of leaders' actions, including the use of additional funding, on pupils' outcomes.
- Further improve the quality of teaching by ensuring that teachers:
 - provide greater challenge for pupils in mathematics in problem-solving and reasoning activities and develop their reasoning skills more effectively
 - have consistently high expectations and adopt a range of strategies to improve pupils' spelling
 - further develop opportunities for writing at length across a range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders are clear about the future needs of the expanding school. They have planned ahead and are developing greater capacity to support the school as it increases in pupil numbers and staffing. They are developing middle leaders well so that they contribute effectively to school improvement. Already, the new leader for mathematics has had a positive impact on the teaching of mathematics.
- Leaders regularly review the quality of teaching and learning. Staff reflect on their practice and learn from each other. Staff new to the school are well supported through a thorough induction process. When teachers require additional support, leaders provide it to ensure that there is a consistent approach to teaching. Staff are proud to work at the school and feel part of a team.
- The multi-academy trust ensures that leaders are well supported but also gives them the autonomy to make decisions that are right for the school. The trust visits the school regularly. Trust directors have a clear understanding of the school's strengths and areas for development. The trust provides professional development for leaders and staff and meets the needs of the school well.
- Leaders track pupils' progress and attainment on a regular basis. As the number of pupils has grown, leaders have restructured pupil progress meetings to make them more efficient and effective. Gaps in pupils' attainment and progress are identified quickly and appropriate interventions are put in place. For example, leaders identified that some Year 3 and Year 4 pupils who joined the school in September have gaps in their phonic knowledge. They receive additional support to plug these gaps and are now making strong progress.
- The curriculum framework ensures that a balanced coverage of different subject areas such as geography, history, art and science is maintained. Pupils learn, for example, about the Stone Age and cave dwellers, natural disasters and the 1960s. They visit castles and museums to enhance their learning and enjoyed a whole-school visit to the pantomime. They study local history and recently celebrated 'Telford is 50!' and the Royal Wedding as part of their 'British Celebrations – Let's Party' theme.
- Leaders support pupils' spiritual, moral, social and cultural development well, ensuring that it is threaded throughout the curriculum. Assemblies focus on themes such as courage, anti-bullying, friendship, resilience, respect and tolerance. Pupils learn about British values in an age-appropriate way through themes such as relationships. They are beginning to develop their understanding of different cultures through celebrations such as Hanukkah and Diwali.
- Leaders make effective use of the physical education (PE) and sport premium. Resources and equipment have been purchased to enhance the teaching of PE and to ensure that pupils are more physically active at lunchtimes. Pupils participate in a range of after-school clubs such as ballet, yoga and football, subsidised by the funding.
- The small numbers of disadvantaged pupils receive appropriate interventions to meet their identified needs, including social and emotional support as well as academic support. As a result, individual pupils have significantly improved their attendance or

made strong progress in phonics, for example.

- Funding for pupils who have SEN and/or disabilities is used well. Pupils are carefully assessed to ensure that they receive the right support. Interventions and outcomes for pupils are closely monitored. The leadership of SEN is strong and as a result, pupils make strong progress from their starting points.
- Parents and carers spoken to during the inspection and the vast majority of those who responded to Ofsted's online questionnaire, Parent View, were very positive about the school. They particularly appreciated the caring staff and the strong progress that their children were making.

Governance

- Governors on the local governing body have established a strong and supportive relationship with senior leaders and staff. They demonstrate a keen interest in the school and visit as much as they can to see the school in action. However, some of these visits lack the structure required to provide governors with a better strategic overview of school improvement.
- The local governing body has a clear overview of how additional funding, such as the PE and sport premium and pupil premium, has been spent. However, the evaluation of this spending does not show specific measures of impact on pupils' outcomes to allow them to analyse its effectiveness well enough.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding procedures for the recruitment of staff and the recording of concerns are thorough. Governors and the safeguarding lead for the trust regularly review them. There is a strong culture of safeguarding. Staff are trained well and are regularly updated. They have a clear understanding of the actions they should take if they have concerns about a child. They are also clear about what actions to take if they have concerns about a member of staff. Leaders engage the appropriate agencies promptly to support children and families. They are prepared to challenge external agencies to ensure that pupils receive the right level of support.
- Pupils are knowledgeable about how to keep themselves safe. They know they must not let people into school and that all visitors should wear a lanyard. They have a clear understanding of how to use the internet safely and demonstrate an awareness of the potential dangers on the local building site.

Quality of teaching, learning and assessment

Good

- Teaching is well structured and pupils build on their previous learning. For example, in mathematics, pupils in Years 3 and 4 learned about coordinates and then moved on to translation. Pupils were clear about how to label coordinates accurately. Teachers addressed pupils' misconceptions effectively. For example, some pupils who found translation difficult took part in some practical group work using 'Bee-Bots' (floor

robots) the following day to consolidate their learning.

- Most pupils are well supported by teachers and teaching assistants to make appropriate progress. They also use resources well to help pupils in their learning. Lower ability pupils are given practical activities to deepen their understanding of positional language, for example. Teaching assistants model mathematical language effectively. Pupils use the resources on the wall to help them explain mathematical terms such as translation.
- Good links are made between literacy and numeracy. In Year 1, pupils read instructions in mathematics accurately to move objects around a grid. They use word labels to record objects correctly. Pupils work together well and help each other to learn.
- Pupils generally read confidently. Lower ability pupils in key stage 1 use their phonic knowledge well to read unfamiliar words. This is less evident in key stage 2 because pupils who joined during this academic year have not benefited from the structured phonics programme in the school.
- Leaders support reading well. In each classroom, pupils have access to a reading area. Teachers focus on teaching specific reading comprehension skills such as inference and why an author chooses particular words. As a result, pupils are developing these skills well. For example, in Years 3 and 4, pupils discussed why the characters in a book did not look like country people and why this was significant. They also discussed why the author had chosen the word 'crawled' to describe the movement of a tractor.
- Phonics is taught systematically. Regular checks are made on pupils' progress. Groups are fluid and teaching is specifically matched to need so that pupils achieve good outcomes. For example, the most able children in Reception join pupils in Year 1 phonics groups.
- Teachers make learning fun and interesting for pupils and as a result, pupils make progress. For example, Year 2 pupils were excited and motivated when writing an informal letter to the tiger that had made a mess in their classroom at breaktime. Year 3 and Year 4 pupils plotted the coordinates of hot-air balloons that were used to celebrate 'Telford is 50!'.
- In mathematics, the most able pupils are not sufficiently challenged and on occasion finish work quickly. Sometimes the challenges they are given in mathematics do not require them to think deeply enough. In reasoning activities, pupils have not developed their skills well enough to be able to explain their mathematical understanding.
- Pupils are developing their writing skills well. However, teachers do not consistently address inaccurate spelling. Consequently, errors become embedded over time. Pupils do not have sufficient opportunities to write at length in subjects other than English.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to support pupils' personal development and welfare is good.
- The school's 'star values' — to be strong, thinking, active, resourceful and socially responsible — underpin the school's ethos. Linked to the 'Social Sam star', pupils have

recently learned how to sing and sign a song to develop their understanding of being tolerant and supportive of other people's needs and wishes. Pupils are awarded 'star of the week' badges. A Year 1 pupil wore his 'Thinking Theo' badge with pride.

- Pupils are encouraged to be independent. At breakfast club, pupils wash up their breakfast things when they have finished. They enjoy parachute games or a physical activity before starting school.
- At lunchtime, pupils play well together. Reception children are happy and confident to play alongside older pupils. They are provided with a range of equipment to use, including trim trails and climbing walls, and are physically active. They treat equipment with respect and put it away carefully when lunchtime is over. Pupils are proud to take responsibility for ensuring it is all gathered in properly.
- Pupils know how to stay healthy. They choose salad, fruit and vegetables at lunchtime. Reception children said, 'Water, milk and broccoli keep you healthy'. In personal, social and health education, pupils learn how to stay healthy. They also learn how to build positive relationships and care for their family and friends. They have chickens and guinea pigs to care for in school.
- Pupils say that they feel safe and enjoy coming to school. Parents agree with them. Pupils know that if they have a worry, they can share it with a member of staff. They have a clear understanding of what bullying is. They say there is no bullying in school but if there were any, it would be sorted out.

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy learning in a bright, vibrant environment. Classrooms are neat and tidy and pupils' work is well displayed. Pupils take on roles such as being a member of the school council or a sports ambassador.
- Disruption in lessons is rare. Teachers have high expectations for behaviour and pupils respond quickly to teachers' directions. Routines are well established. Pupils work purposefully and generally take a pride in their work. On occasions, when pupils are unsure what to do, they may go off task, but once they receive the help they need, they quickly re-engage.
- Pupils conduct themselves well around school. They are polite and well mannered. They use 'please' and 'thank you' and are respectful to adults and to each other. Pupils enjoy strong relationships with staff and with each other.
- Pupils have a clear understanding of the school's behaviour system and enjoy earning 'privilege cards'. Parents receive instant feedback when their child has been recognised for good behaviour.
- Attendance is consistently above the national average. However, some parents persist in taking their children on holiday in term time despite such absences being unauthorised.

Outcomes for pupils

Good

- Leaders are committed to maintaining the good outcomes achieved in early years and phonics and sustaining pupils' progress through key stages 1 and 2.
- At the end of Reception in 2016 and 2017, children achieved a good level of development that was above the national average. Children also achieved above national averages in the reading, writing and mathematics early learning goals. Reading improved from being in line with the national average in 2016 to well above in 2017.
- Children join Reception with skills that are broadly typical for their age. Leaders know the cohorts of children well and identify particular strengths and weaknesses. Leaders adapt provision according to the needs of the children. For example, reading has improved through the refining of phonics teaching and groupings so that the most able children, in particular, are provided with more challenge. Many children in the current Reception class were weak writers, especially boys. Leaders have addressed this by providing more opportunities for writing to ensure that children make strong progress. Personal, social and emotional development was weak at the beginning of the year, but this has now much improved.
- In 2017, pupils' achievement in phonics at the end of Year 1 was above the national standard. Pupils continue to make strong progress in phonics. Teachers regularly review their progress to ensure that pupils are in the correct group to meet their needs. As a result, children who did not achieve a good level of development at the end of Reception Year are being helped to catch up quickly in Year 1.
- A scrutiny of pupils' work across the school and the school's own assessment information show that pupils are making strong progress overall in reading, writing and mathematics, especially in Reception and key stage 1. The progress and attainment of pupils in Years 3 and 4 appear more variable because pupils have joined at different points during the year. Leaders and teachers have quickly assessed their learning needs and books show that they are now making strong progress, especially lower ability pupils. Although pupils are developing calculation and fluency skills well in mathematics, leaders recognise that, on occasion, there is insufficient challenge, especially for the most able.
- The number of disadvantaged pupils in each year group, including children looked after, is very small. Most pupils are making progress in line with their peers, and where they are not, they are given appropriate support to help them catch up.
- Pupils who have SEN and/or disabilities make strong progress from their starting points and some make rapid progress. They are well supported and their needs are met effectively.

Early years provision

Good

- Children join Reception with the skills, knowledge and understanding that are broadly typical for their age. Children are taught well. All adults provide effective support to move children forward in their learning. As a result, children make strong progress.
- Moderation with other local schools, the local authority and at a regional level with other trust schools confirms that the judgements staff make about children's

attainment are accurate.

- The early years leader ensures that early reading, writing and numeracy skills are well developed. Children use their phonic knowledge well to help them in their writing. Plentiful opportunities for writing and mark making are provided both indoors and outdoors. Children are encouraged to use capital letters, full stops and finger spaces and they are beginning to do this well. Role-play areas, such as the shop, help children to develop literacy and numeracy skills effectively. Work in books shows that children are making strong progress over time.
- Routines are well established and pupils have good relationships with adults. They listen carefully, follow instructions and take turns. Children work well independently and with each other. They maintain interest and concentration when working at an activity. For example, three children worked together diligently in the outdoor construction area to, 'build a den for a bear to live in'. They drew a plan and used real bricks safely to make their structure stable, saying, 'so it doesn't fall over'. Others played in the mud kitchen; some chalked a map on the ground and some rode scooters on the road they had created. Children labelled houses and the place where their parents worked on their map.
- In the outdoor area, children have opportunities to observe things living and growing, such as tadpoles. Staff have created bug hotels and planted sunflowers with the children so that they can care for them and measure their growth.
- The early years leader has a clear overview of strengths and weaknesses. She monitors children's progress and attainment carefully and identifies children who need additional support and interventions. She has adapted provision to support particular areas such as writing and personal, social and emotional development, and these are now much improved. She has supported other staff to develop their practice effectively and visits other settings to gather ideas.
- Parents receive regular updates about how their children are doing. They are encouraged to contribute to their children's learning through sharing things their children have learned or experienced at home. Staff provide workshops for parents in reading, phonics and mathematics so they can help their children with their learning.
- Safeguarding is effective and welfare requirements are met.
- Children in Reception are prepared well for Year 1.

School details

Unique reference number	141699
Local authority	Telford and Wrekin
Inspection number	10048335

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	117
Appropriate authority	Board of trustees
Chair	Mr Adil Waheed
Headteacher	Mrs Laura Hopley
Telephone number	01952 951200
Website	www.lawleyvillageacademy.co.uk
Email address	office@lawleyvillageacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Lawley Village Academy was built to serve a new estate, which is still being developed. It opened in September 2015 with one Reception class. A new Reception class started in 2016 and again in 2017. Over the course of this academic year, 15 Year 3 pupils and eight Year 4 pupils also joined from 20 different schools. Pupil numbers and staffing continue to grow rapidly.
- The school is sponsored by the REAch2 Multi-Academy Trust.
- The school is smaller than an average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium funding is well below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average. The percentage of pupils who have an education, health and care (EHC) plan is above the national average.

Information about this inspection

- The inspector observed teaching and learning in all classes, accompanied by school leaders, and looked at pupils' work.
- The inspector observed pupils on the playground and in the dining room, talked to pupils formally and informally, and listened to pupils read.
- Discussions were held with: the headteacher (who is also the leader for English, the designated teacher for children looked after and the safeguarding lead); the deputy headteacher (who is also the curriculum leader and the deputy leader for SEN); the leaders for mathematics and early years; the SEN coordinator; and the school business manager.
- The inspector met with the chair of the local governing body and one other governor, the deputy regional director of the trust and the regional director.
- The inspector spoke to parents at the beginning of the school day and took into account 41 responses to Ofsted's online questionnaire, Parent View, including 29 written comments. The inspector also considered eight responses to the staff questionnaire and 16 responses to the pupil questionnaire.
- A wide range of documentation was scrutinised including: the school's own evaluation of its performance; the school's improvement plan; information on pupils' progress and attainment; records of behaviour and attendance; monitoring and evaluation of teaching and learning, including records of continuing professional development; a local authority moderation report; minutes of governing body meetings, governor monitoring reports; and safeguarding information.

Inspection team

Sue Cameron, lead inspector

Her Majesty's Inspector

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