



# Wrekin View Primary School

## Inspection Report

**Unique Reference Number** 133757  
**LEA** Telford and Wrekin  
**Inspection number** 282369  
**Inspection dates** 15 November 2005 to 16 November 2005  
**Reporting inspector** Doris Bell RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	North Road
<b>School category</b>	Community		Wellington
<b>Age range of pupils</b>	3 to 11		Telford, Shropshire TF1 3ES
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01952 242 783
<b>Number on roll</b>	295	<b>Fax number</b>	01952 641 492
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Stuart Potts
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Cathy Hobbs

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 15 November 2005 - 16 November 2005	<b>Inspection number</b> 282369
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This larger than average primary school with a large Nursery opened in September 2004 following the amalgamation of an infant and a junior school. It also admitted a large number of pupils from other schools, many of whom had learning or behavioural difficulties. The proportion of pupils on free school meals is above average as is the proportion of pupils with learning difficulties and disabilities, especially those with statements. An above average proportion of pupils are from minority ethnic backgrounds and a significant minority are at the early stages of learning English. Ongoing building work and instability in staffing caused disruption to lessons last year. Much of this has now been resolved. The school is part of an 'Excellence cluster', employs a learning mentor, and has a language unit attended also by pupils from other schools.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Progress is good and pupils are taught well. The school is dealing effectively with an inherited history of underachievement. Coping exceptionally well with the disruption caused by unfinished building work and staff absences, it has considerably improved pupils' progress. Quality and standards are satisfactory in the Nursery and Reception. National test results, below average in Year 6, are significantly higher than those of the old junior school in the previous two years. Accommodation issues during the building work led to information and communication technology (ICT) not being used well enough in other subjects.

Effective leadership and management have established a vibrant learning ethos within which the gaps in pupils' learning are rapidly being closed. Care, guidance and support are outstanding. This and the very high focus on equality of opportunity contribute greatly to the pupils' improved achievement and their good personal development and well-being. The school is highly self-critical. Its evaluation of its work is robust but conservative. It knows what it needs to do to accelerate pupils' learning and it is doing it well. Its success in its first year shows that it has very good capacity to improve further. It provides good value for money

### What the school should do to improve further

- Further raise achievement and standards in English, mathematics and science for pupils of all abilities
- provide more opportunities for pupils to use ICT in other subjects.

## Achievement and standards

### Grade: 3

Attainment on entry to the Nursery is below that expected for the children's ages. Children made satisfactory progress in the Nursery and good progress in Reception last year. Most Reception children reached the nationally expected standards for their age. Some Year 1 pupils continue to work with Reception children for part of the day. This is successfully closing gaps in their learning. Weaknesses in language development hinder progress but the school is successfully tackling this issue.

The test results for 2005, the school's first year, were below average in English, mathematics and science in Year 6, and well below average in reading, writing and mathematics in Year 2. In both age groups pupils did better in reading than in writing reflecting the school's emphasis on improving reading skills. Pupils in Year 2 made satisfactory progress during the year despite frequent changes of staff. The Year 6 results represent good progress in learning. Pupils with learning difficulties and disabilities, and those for whom English is an additional language, make good progress because they are supported well.

Following its rigorous analysis of each pupil's attainment on entry, the school very quickly, and with a good degree of success, tackled the considerable underachievement it inherited. It tracks pupils' progress meticulously and gives them more demanding

targets as their learning improves. The school bravely set challenging targets for the end of Year 6 last year but did not manage to reach them. However, Year 6 pupils caught up significantly by the end of the year. Similar good progress is evident in the rest of the school and further challenging targets have been set for 2006.

## **Personal development and well-being**

### **Grade: 2**

This aspect of the school's work, including pupils' spiritual, moral, social and cultural development, is good. It is fostered well right from Nursery.

Attendance is satisfactory. Pupils behave well and very much enjoy school life. They recognise and are justifiably proud of their improved progress. They very much appreciate the way the school involves them in decision making including, for example, in key staff appointments. They confidently voice their opinions about the school, clearly used to evaluating its work.

Pupils eagerly accept responsibility and they use their initiative well, for example, raising money for various charities. They were delighted when 'Pudsey Bear' visited to thank them. They know how to keep themselves safe and are confident that any incidents of unacceptable behaviour are dealt with swiftly and fairly. The school promotes cultural awareness and understanding particularly well. Relationships are good throughout the school and pupils treat everyone with respect. They know what a healthy lifestyle is because the school promotes this effectively. They show good levels of maturity by Year 6 and, except for the full use of ICT, they are well prepared for life beyond school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good planning, the effective use of well briefed support staff, and a clear focus on pupils' learning targets, contribute greatly to the continued good progress of all groups of pupils. However, learning is sometimes too directed in Nursery and Reception when opportunities for children to use their initiative are missed.

Most teachers have responded exceptionally well to the changing demands made of them as the school made increasingly effective use of assessment information in planning. Pupils are fully involved in assessing their learning. All pupils spoken to knew their targets and what they had to do to reach them. Marking, although not totally consistent throughout the school, is usually perceptive, helpful and based on the pupils' targets.

Teachers manage behaviour in a firm, sensitive manner that keeps all pupils, including those with behavioural difficulties, on task and eager to learn. Lessons often proceed at a fast pace as pupils respond to the time limits set for different tasks. Learning is carefully evaluated at different points in a lesson, giving pupils good opportunities to

learn from each other. In most lessons, well focused questioning successfully encourages pupils to think for themselves and to consider, for example, the correct vocabulary to use. This is improving literacy skills. Most teachers make good use of ICT in their teaching but they miss opportunities to let pupils use it as a tool and source of learning in class.

## **Curriculum and other activities**

### **Grade: 2**

The newly established, well planned curriculum successfully meets the needs of pupils in all age groups. Provision for literacy and numeracy is good as is the promotion of literacy skills and personal, social and health education skills in all subjects. The promotion of ICT skills is not as well developed due to building disruption. A good range of well attended lunchtime and after school activities enhance learning and encourage pupils to be active and healthy. The school's good links with the local community and the increasing range of well planned educational visits further enrich learning.

The very effective provision for pupils with learning difficulties and disabilities has resulted in the pupils' sustained good progress over the past year. It includes valuable work done by the learning mentor and the staff in the language class. Good provision is made for pupils who are gifted and talented through effective links with other establishments and clearly identified strategies in school. This is raising standards.

## **Care, guidance and support**

### **Grade: 1**

This aspect of the school's work is outstanding. The procedures for child protection, and health and safety are extremely effective. The school has been particularly vigilant during ongoing building works. Pupils' personal and academic achievements are meticulously checked and celebrated. This contributes to their continued good progress. The school works very effectively with many outside agencies, for example, speech and language therapists and staff from the Ethnic Minority Achievement Group, thereby ensuring that all pupils have the opportunity to make the best possible progress. Parents' views of the school are extremely positive. A significant minority described the school as 'excellent'.

Very good induction procedures mean that pupils of all ages quickly settle into their new school. Good links with local secondary schools ensure pupils in Year 6 are well prepared for the next phase of their education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Governors, senior managers and staff have high expectations of each other and of parents and pupils, and morale is high. The headteacher and governors have an exceptionally clear understanding of the issues

facing the school. The headteacher has successfully moulded the staff into a strong team, clearly focused on accelerating achievement. This is raising standards and has been at the heart of the school's work in the past year. Forward thinking, perceptive governors have helped to drive the school upwards through well founded strategic planning. They keep a very close check on all of the school's work. Their very professional approach to appointing and deploying staff, and to ensuring equality of opportunity for all, has contributed greatly to the school's successful first year.

The school is highly self-critical. Senior staff, subject leaders and governors are robust in their evaluations and pupils and parents are suitably involved in the process. Subject leaders have accurately pinpointed strengths and weaknesses in their subjects. Although not all leaders have yet had the opportunity to check teaching at first hand, there is a clear programme for this to happen over a reasonable period of time. Based on the improvement evident since the school opened, the quality of leadership and management, and the very strong teamwork between all staff and governors, the school has very good capacity to improve further.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Wrekin View Primary School North Road Telford TF1 3ES

17 November 2005

Dear Pupils

Thank you very much for making us so welcome in your school and for talking to us about your work. You told us how proud you are of your new school and how some of you wish it were open at weekends.

These are the things we liked best about your school:

you work hard and you are making good progress because your teachers teach you well

all of the staff care, support and guide you exceptionally well in your learning and personal development

the school makes sure that all pupils have the opportunity to do as well as they can

your school is well led and managed and governors take a keen interest in how well you are doing.

These are the things we have asked your school to work on now:

continue to help you to do even better in English, mathematics and science

give you more opportunities to use computers in class as well as in the ICT suite, to improve your learning in all subjects.

We hope that you will continue to make the good progress that you are making now and that you develop a lifelong love of learning as a result of the enjoyment you are experiencing now.

Yours sincerely

Doris Bell Lead Inspector