

Wrekin View Primary School

Inspection report

Unique Reference Number	133757
Local Authority	Telford and Wrekin
Inspection number	328753
Inspection dates	4–5 February 2009
Reporting inspector	Paul Weston HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	348
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Stuart Potts
Headteacher	Catherine Hobbs
Date of previous school inspection	15 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	North Road Wellington Telford TF1 3ES
Telephone number	01952 388088
Fax number	01952 388099

Age group	3–11
Inspection dates	4–5 February 2009
Inspection number	328753

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Wrekin View is a large school with twice the number of pupils claiming free school meals than found nationally. The majority of pupils are White British with an average proportion from other ethnic backgrounds, including those in the early stages of learning English. The percentage of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is well above the national average. The school has a language unit attended by pupils from other schools. Significantly more pupils join or leave the school at times other than the usual starting or leaving points, but attendance is broadly average. Most children enter the Early Years Foundation Stage with skills and experiences that are below the expected levels. The school has received the nationally recognised Sport Active and Healthy School awards in recent years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wrekin View Primary is a good school which offers a good quality education for its pupils. This is an inclusive, caring and welcoming community. Parents and carers appreciate the school's work and most evaluations are overwhelmingly positive. One parent, typical of others, said, 'It is nice to enter a school where everyone is so friendly and approachable.' There is a calm, supportive and respectful ethos throughout the school, and good relationships exist between all staff and pupils.

Good leadership and management have successfully raised standards and this demonstrates the school's good capacity for further improvement. Leaders have an accurate view of its effectiveness and a realistic view of strengths and weaknesses through checks that are firmly based on teaching and learning and pupils' achievement. However, outcomes of subsequent analyses are not always used robustly enough to ensure approaches are consistently implemented. For example, although whole-school marking strategies have been introduced, they are applied inconsistently. The headteacher has the respect of parents and pupils, who are fulsome in their praise of the difference she has made, with support from her deputy, in recent years. Governors work well with the school and provide good support for its work. Together, they ensure a close focus on finding out what needs to improve and what key priorities should be set.

Children enter the school with skill levels generally below those expected for their age. The overall effectiveness of the Early Years Foundation Stage is good. Children now make good progress and reach average standards by the time they enter Year 1. Pupils continue to make good progress in Years 1 and 2. Last year, they attained standards that were broadly average by the end of Key Stage 1. However, the pace slows in Years 3 and 4 because expectations of pupils are not always high enough. Higher expectations and better-targeted work ensure that the rate of progress quickens in Years 5 and 6. By the end of Key Stage 2, pupils again attain broadly average standards. A high proportion of pupils join the school at times other than the usual starting times. These pupils are inducted well, so they settle quickly and happily in school. The achievement of pupils with learning difficulties and/or disabilities, including pupils in the language unit, is good because their needs are identified quickly and effective support is put in place.

The quality of teaching and learning is good overall. Most teachers demonstrate good subject knowledge, explain clearly and provide stimulating and relevant activities that interest pupils. Lessons are planned in teams, which ensures similar coverage and consistency of approach, but they are not always adapted to the specific needs of each class. Throughout the school, higher attaining pupils do not achieve as well as they could because they are not always provided with sufficient challenge in lessons. The quality of pastoral care and support is an extremely strong feature of the school's work. This is supported by the good work of the learning mentor, teaching assistants and outside agencies. Pupils' personal development, well-being and behaviour are good. Pupils say they feel safe in school and enjoy their lessons. They adopt healthy lifestyles because of the good provision. The curriculum is good and offers a good range of extra-curricular and enrichment activities, which are very popular with pupils and parents.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The good quality of the education provided in the Early Years Foundation Stage is due to effective leadership and management. Parents say that staff are friendly and approachable and children are extremely well cared for. Children's introduction to the Nursery is carefully planned, and as a result they feel safe and happy. All children receive good teaching and support from dedicated teachers and teaching assistants. Their personal development is given strong and successful emphasis, especially for those who have learning difficulties and/or disabilities. The focus on building independence in learning starts in the Nursery, where children choose activities they will undertake during the day. Adults provide good role models. They have set up clear routines that enable children to build strong, positive relationships with their teachers and each other. Children's language development and early literacy and numeracy skills are promoted well. Consequently, the majority of children make good gains in all the areas of learning. Indoor areas are interesting and provide a relevant and appropriate focus on personal development and basic skills, as well as the wider curriculum. Whilst secure, the outside areas do not provide the same levels of challenge or stimulation, especially for the more capable children. The school knows that this is an aspect requiring further development, and has plans to address it.

What the school should do to improve further

- Ensure planning and teaching are closely matched to the needs of all pupils and consistently challenge them, particularly the more able.
- Further improve teaching and learning by ensuring robust action is taken to address identified inconsistencies and weaknesses following self-evaluation activities.
- Provide a fully stimulating outdoor area to ensure that the children in the Early Years Foundation Stage enjoy learning, investigating and solving problems as they work and play outside.

Achievement and standards

Grade: 2

The school's strategies to raise attainment are having a positive impact, as shown in the recent improvements in mathematics and science across the school. However, more work remains to be done to ensure that all pupils make consistently good progress as they move through the school, particularly in Years 3 and 4. The progress of some more-able pupils, of all ages, is not at a consistently good rate. This is because the work set for them occasionally lacks the challenge that they need to do their best. Although English standards dipped slightly in 2008, the current Year 6 are working at least at the expected levels and the school's data indicate they should reach national standards by the end of the year. This represents good progress from their starting points. Teaching assistants and support staff contribute effectively to pupils' learning, particularly that of pupils with learning difficulties and/or disabilities, enabling them to make good progress.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. This is a happy and welcoming school where strong relationships exist at all levels within the school community. Behaviour is generally good. Most pupils understand right and wrong, and show courteous and thoughtful

behaviour that contributes much to the positive climate of the school. Parents are pleased with the way the school cares for and educates their children. Pupils are well supported by very able teaching assistants, a learning mentor and a range of other professionals. Most pupils enjoy lessons and are enthusiastic in their work. Attendance is satisfactory. The school is successfully reducing the small number of persistently absent pupils by working closely with the local authority and their parents and carers. Pupils from an early age are developing an understanding of how to keep fit and healthy, and the school has received nationally recognised awards in this area. Pupils demonstrate awareness of each other's needs and help one another in and around the school. Pupils are learning to be responsible and contribute to the school community through the school council and taking on specific roles in school such as supervising and helping younger pupils, composting fruit waste and growing vegetables.

Quality of provision

Teaching and learning

Grade: 2

Throughout the school, pupils want to please their teachers because of the warm and supportive relationships. In the more successful lessons, teachers know their subjects well, provide clear explanations and present interesting and stimulating activities that meet the needs of most pupils. However, not all lessons ensure a consistent level of challenge for the more able pupils. Pupils work effectively together and share ideas, and this develops their learning and enjoyment in lessons. Classroom assistants make an important contribution to lessons by providing effective levels of support to those pupils who find learning more difficult and those needing extra support and care. There is a high priority on learning for a purpose and this prepares pupils well for future adult life. Teachers plan lessons in teams, and this ensures consistency of approach and coverage between classes in the same year group. However, some plans are not always tailored to the specific needs of pupils in each class. In addition, although lessons are evaluated, outcomes are not always used in subsequent lessons to address areas identified for improvement.

Curriculum and other activities

Grade: 2

Increasing links are made between subjects which capitalise on pupils' interests and making learning relevant and meaningful. Greater opportunities are being provided to develop pupils' investigative skills, and this is increasing their interest and enjoyment. Speaking, listening, and the use of drama are being used effectively to improve pupils' communication skills. Also, increased opportunities are being provided to develop pupils' writing across the curriculum. However, the use of worksheets or writing frames sometimes restricts writing opportunities, particularly for the more able. The school has made a good start in introducing French throughout Key Stage 2. Themes such as 'World Cultures Week' enable pupils to learn about aspects of life, traditions and cultures of countries from across the world. Good improvements have been made in addressing the weakness in information and communication technology identified at the time of the last inspection. Pupils use technology confidently, which supports their learning effectively. There is a wide range of extra-curricular activities which a good number of pupils take up. Visits and visitors to the school also enhance learning, enjoyment and physical health. Lessons and extra-curricular activities provide pupils with lots of opportunities to work in pairs and groups and develop socially as well as contributing to their teamwork skills.

Care, guidance and support

Grade: 2

This is an inclusive school where the welfare and development of the whole child are paramount. Adults provide a calm learning environment for all pupils. Exceptionally good support is provided for pupils' social and emotional development, and to supporting pupils with challenging behaviour so that they manage their anger in a positive way. Those new to school settle well because they are given good support. The school works in close partnership with parents and a wide range of agencies, so ensuring the pupils' welfare needs are well met. The school is safe and secure and arrangements for safeguarding children are robust. Risk assessments and health and safety procedures are in place. There is some inconsistency across the school in academic guidance. For example, 'closing the gap' marking is used well in some classes but it is not yet firmly embedded in all classes, nor used by all teachers consistently. Consequently, some pupils do not always know what they need to do next to improve their work.

Leadership and management

Grade: 2

'Strong leadership is a key factor in Wrekin View's success' is an accurate summary from a parent. The passionate and caring headteacher, well supported by her deputy headteacher, leads the school with a clear vision. The school's arrangements for self-evaluation give it a clear understanding of how well it is doing and what requires improvement. However, robust action is not always taken to address identified weaknesses. This leads to some inconsistencies of approach and interpretation of school policy. The school improvement plan has a clear focus on continuing to improve pupils' outcomes. Performance management is successfully linked to improving pupils' academic success. A number of strategies have been successfully implemented to raise attainment in mathematics and science, but frequent staff absence has reduced the momentum of some initiatives. Challenging targets are set for pupils' achievement and these have helped to raise teachers' expectations and to improve standards for most pupils. Good links with a wide range of partners help to promote community cohesion and support the pupils well. The governance of the school is good, providing good support while appropriately challenging the school's performance. The improvements made since the previous inspection show that the school has good capacity to continue to improve.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

6 February 2009

Dear Pupils

Inspection of Wrekin View Primary School, Wellington, TF1 3ES

We enjoyed being with you in school for two days recently, and would like to say a special thank you to the pupils on the school council who came to talk to us. We really enjoyed talking with you about your work, visiting your lessons and looking at your work. We learned a lot about your school because you were so welcoming and shared your ideas and opinions about what it does well and what it might improve. We have put our main findings in our report, but want to share the most important ones with you here.

- Wrekin View Primary is a good school. Here are some of the things it does well.
- Your behaviour is good and you get on well with each other.
- All staff look after you carefully so that you can get the best from your education.
- Your school is particularly well led and managed. The headteacher expects you to be very successful. The staff and governors help her make sure you are.
- Your parents and carers are pleased you come to Wrekin View.
- Your headteacher, the staff and governors are keen to continue improving your school.
- You really enjoy the after-school clubs and visits that are organised for you, particularly the residential trips.
- Your school council members are good ambassadors for the school.
- There are three things we think can be improved to make the school even better.
- We have asked your teachers to make sure you are given every opportunity to achieve your best in lessons, especially those of you who learn most quickly.
- We have also asked them to use the outcomes of the checks they carry out to make teaching and learning even better than they are now.
- Outdoor learning for the youngest children should be more exciting and interesting to match the good quality activities inside.

We know you have some good ideas for improvements in school. For example, you could now share with your teachers how you think the Early Years Foundation Stage outdoor area could be improved. Thank you again for being so helpful and friendly. We wish you the very best for the future.

Yours sincerely

Paul Weston

Her Majesty's Inspector