

# Outwoods Primary School

Southlands, Atherstone, Warwickshire CV9 1EH

## Inspection dates

23–24 May 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, well supported by her deputy, has shown a great deal of resilience and determination in her drive to improve the quality of education the school provides. As a result, the quality of teaching is getting better and pupils are making more progress than they did previously.
- Governors are also passionate about improving the school. They know the school well and have systems in place to support leaders and hold them to account. Good governance has played an important part in recent improvements in standards.
- Teachers and support staff share the leaders' moral purpose and dedication. Consequently, all pupils, including those who have special educational needs and/or disabilities and disadvantaged pupils, are well supported and make good progress from their starting points.
- Pupils enjoy their school life, especially the opportunities they have to learn through a variety of activities. They behave well around the school and in lessons. There is a pleasant and calm atmosphere in the school.
- Leaders and governors have a strong focus on ensuring that pupils are safe. As a result, pupils feel safe when they are at school and know how to stay safe.
- Children who attend the Nursery and Reception classes are well looked after by a dedicated team of teachers and support staff. They develop the skills and knowledge that will allow them to progress to more formal lessons in Year 1.
- The school provides strong support for the spiritual, moral, social and cultural development of pupils. In the subjects they study, as well as in the large number of extra-curricular activities, pupils develop their knowledge of different cultures, sense of values, and social skills.
- Leaders have ensured that the quality of teaching has continued to improve despite staffing disruption. Recruitment of new staff and training have had a positive impact on classroom practice. However, practice is still variable and, on occasions, the most able pupils are not sufficiently challenged.
- Middle leaders are clear about their responsibility to implement leaders' improvement plans. However, support to teachers is inconsistent. This results in some variability in the quality of teaching.

## Full report

### What does the school need to do to improve further?

- Sustain the improvement in the quality of teaching so that pupils' progress and standards continue to rise, by:
  - ensuring that the most effective practice that already exists within the school becomes increasingly the norm across all year groups
  - continuing to improve resilience and attitudes to learning through increased levels of challenge for all pupils, especially the most able.
- Strengthen further the impact of leadership and management by ensuring that subject and phase leaders focus closely on improving the quality of teaching in their respective areas and are fully supported.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has a clear agenda for improvement and shows no complacency in analysing and addressing issues that prevent pupils from making good progress. She has been relentless in her effort to ensure that pupils are taught well. She has taken decisive actions to establish a culture of high expectations.
- Leaders and governors have made the professional development of staff one of their key priorities in order to improve standards. They are well supported by the local authority, which provides training and regular monitoring visits by consultants to evaluate progress in core subjects. As a result, the quality of teaching and learning is improving significantly.
- Leaders have updated their tracking system of pupils' progress. They make sure that pupils who fall behind the targets set by teachers are effectively supported to catch up. The new system allows leaders to make regular checks on the progress of different groups and analyse trends. This has led to teachers being more accountable for the progress pupils make.
- In collaboration with colleagues from the 11 schools that are part of the local consortium, teachers moderate and agree pupils' assessments at both key stages 1 and 2. Consequently, information about pupils' progress that leaders gather is reliable.
- Teachers and support staff are held fully to account for pupils' progress and improvement in standards through the school's performance management system. Leaders set clear improvement targets and members of staff are positive about the ways in which the system supports their professional development.
- Leaders reviewed the curriculum to make it as relevant as possible to the needs of pupils and to raise their aspirations. The curriculum is designed to broaden pupils' horizons by exploring the rich cultural heritage of the region and the natural environment where the school is located. Beyond the core subjects, a substantial amount of lesson time is devoted to music, the arts, humanities and Spanish.
- The school also provides a wide range of enrichment activities. 'Learning outside' is an important part of the experience that pupils have at school. The school makes effective use of its surroundings with the 'forest school' programme, an 'eco-classroom', and access to an allotment. Visits to places of worship for various religions, museums, including the National Gallery in London, and talks from a range of visitors provide a rich cultural diet for pupils. During the inspection, children in the Reception classes visited a farm, Year 4 pupils had a 'Roman day', and Year 5 pupils enjoyed a presentation by an external visitor who re-enacted the life of a highwayman in period costume. These activities contribute greatly to pupils' enjoyment of learning and their positive opinion of school.
- The school has responded swiftly to issues concerning the use of the pupil premium funding raised during the previous inspection. Four dedicated members of staff coordinate the use of the grant to ensure that pupils receive personalised support. Disadvantaged pupils' emotional, behavioural and academic needs are thoroughly analysed in order to target interventions. Regular monitoring of impact allows leaders

to follow up issues when they arise. Leaders have a specific focus on ensuring that the most able pupils overcome any barriers in order to fulfil their potential. Current tracking of progress shows that the new strategies are having a positive impact.

- The school is using the primary physical education (PE) and sport premium very effectively. Pupils have access to a wide range of sporting activities and are successfully developing their physical fitness. Leaders are developing the role of the sports coach in order to continue to improve the quality of PE teaching across the school. Participation in individual and team sport, as well as inter-school competitions, is high.
- Funding to support pupils who have special educational needs and/or disability is used well. Intervention programmes are coordinated by a leader who ensures that teachers and support staff work effectively together to provide personalised help to enable pupils to learn well. The school works closely with external agencies to provide additional support when required. The quality of support is reflected in the progress pupils make from their starting points and their enjoyment of school.
- The curriculum and extra-curricular activities strongly support pupils' spiritual, moral, social, and cultural development. The school provides a large number of opportunities for pupils to learn about the various cultures and traditions that are part of today's Britain and to develop their knowledge of and respect for the faith and beliefs of others.
- Subject and phase leaders fully support the headteacher's agenda for improvement. They have taken on board the progress tracking and accountability systems introduced by senior leaders. However, they do not always focus sufficiently on improving the quality of teaching in their respective areas of responsibility. Their monitoring of progress does not systematically lead to swift actions. As a result, there are still inconsistencies in classroom practice.

## **Governance of the school**

- Governance of the school is strong. Governors took on board all the recommendations made following the review of governance that took place as a result of the previous inspection. The governing body appointed a new chair of governors who led an audit of skills and reorganised the work of committees. As a result, the governing body is effective in supporting the school's improvement agenda. Governors are actively involved in the strategic direction of the school and hold leaders to account rigorously.
- Governors contribute to the school's self-evaluation and monitor the progress of the improvement plan which they drew up with leaders. They know the school well and have a good grasp of pupils' progress data. They have the skills to support the financial management of the school, including the spending and impact of additional funding such as the pupil premium. Governors with specific responsibilities, such as safeguarding, undertake training in order to be up to date with current legislation and inform other governors.
- Governors monitor the process of performance management of staff and its link to pay progression to ensure that these are transparent and fair.

## Safeguarding

- The arrangements for safeguarding are effective.
- All the policies and processes to ensure that safeguarding is effective are robust and well established. Staff receive regular training in line with the latest statutory guidelines and records are well kept. Leaders and some governors are trained in safer recruitment of staff. Staff are familiar with the procedures to follow to protect pupils who may be at risk. The school has a strong culture of safeguarding. Pupils who need help receive effective support. All pupils are taught how to keep themselves safe.
- Leaders work closely and effectively with families and external agencies, when required, to provide support for vulnerable pupils.

## Quality of teaching, learning and assessment

**Good**

- The quality of teaching is improving steadily because there is now a culture of high expectations in the school. As a result, pupils enjoy school and are keen to learn.
- The very large majority of teachers have good subject knowledge. This allows them to make learning interesting for pupils. As a result, pupils readily engage in activities and develop their curiosity and an appetite for learning. They settle quickly at the start of lessons, are attentive when teachers give instructions, and work well together in group activities.
- The teaching of phonics has improved and is now effective. Pupils are taught well how to link letters and sounds and this allows them to make significant progress in their ability to read.
- The school has identified that a large number of pupils have poor vocabulary and low language skills when they join the school. This is a key barrier to progress. In order to support pupils to overcome this barrier, there is a strong focus on reading. Pupils are actively encouraged to read at every opportunity and schemes such as the 'reading ambassadors' have been introduced to raise the profile of reading. Consequently, pupils devote more time to reading during the school day and after school hours at home.
- Teachers apply the school's marking policy consistently. They assess pupils' progress rigorously and have regular meetings with leaders to discuss the progress information they gather through the assessments. Teachers can compare the progress of their pupils with the progress of pupils who attend other local schools because they regularly moderate pupils' assessments with colleagues from the local consortium.
- Teachers and teaching assistants work well together. They coordinate their efforts to provide support and intervention when pupils are in danger of not making enough progress. As a result, pupils who experience difficulties in some subjects and those who have special educational needs and/or disabilities are able to keep up with their peers.
- There has been a large turnover of staff over the last few years. Leaders have also had to make hard decisions in terms of staffing, since the previous inspection report, in order to eradicate weak teaching. This has resulted in some staff leaving and the school having to employ temporary members of staff. Leaders provided effective

support to ensure that standards were upheld, but this lack of continuity has hindered consistency. The school has now recruited permanent new staff for the next academic year.

- Evidence from exercise books shows that teachers plan learning activities which are well designed to meet the needs of pupils of different abilities in their classes. However, there are occasions in lessons when opportunities for pupils to extend their knowledge, especially the most able, are not exploited.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- There is a strong emphasis on ensuring that pupils are well looked after and feel valued. The school's mission statement, 'Outwoods Primary School seeks to provide a purposeful, stable, safe and secure environment in which to learn', is clearly reflected in the way the school operates.
- Pupils are actively encouraged to play a full part in school life. They are made to feel responsible and valued members of the school community by becoming an elected member of the school council or a 'reading ambassador'. The vast majority of pupils are keen to take part in all the activities the school offers and are active throughout the school day as a result.
- Leaders, teachers and support staff pay particular attention to the emotional well-being of pupils, especially those who are vulnerable. Pupils recognise that they are well looked after at the school.
- Pupils feel safe at school. They trust adults and know there is always someone to turn to if they need help. The school has clear programmes in place to teach pupils about risks, including those that are linked to the use of the internet and social media. Pupils are taught how to keep safe both at school and in their everyday life.
- The school runs a number of activities to raise pupils' awareness of democracy and the rule of law. Assemblies and external speakers, as well as mock elections, allow pupils to develop their understanding of citizenship.
- Pupils are clear about the many forms bullying can take and why it can have very serious consequences. Bullying is very rare, and there are well-documented records showing that it is dealt with effectively by the school when it happens.
- The vast majority of parents who responded to the Ofsted online questionnaire, Parent View, as well as those who talked to the inspectors, agreed that their children are safe and happy at the school.

### Behaviour

- The behaviour of pupils is good.

- The school's behaviour policy, illustrated by the 'behaviour wheel' used across the school, emphasises the importance of positive attitudes. Pupils respond well to this approach and are clear about what is expected from them in terms of behaviour.
- School records show that the number of poor behaviour incidents have reduced following the introduction of the behaviour wheel. The system is fully understood by parents as well as pupils. As a result, parents strongly support the school's approach to dealing with behaviour.
- Pupils show respect to adults and interact well with each other. There is an orderly and pleasant atmosphere on the playground, around the school, and in classrooms.
- The school has taken strong action to improve the level of attendance. Historically, attendance has been an issue. The school works collaboratively with local authority agencies in order to enforce attendance. There is also a strong focus on support for vulnerable families to improve the attendance of children in difficult circumstances. As a result, the number of pupils who miss school is reducing.

### Outcomes for pupils

**Good**

- Leaders have focused strongly on improving outcomes since the previous inspection. They suffered a setback in 2016, with some disappointing key stage 2 results. However, currently, improvements in the quality of teaching have led to pupils making good progress across the curriculum.
- The proportion of key stage 1 pupils who reached the standard required in the phonics test in 2016 was in line with the national average. This was an improvement on 2015. Current assessment data shows that pupils are making good progress from their starting points in all subjects in key stage 1.
- Work in exercise books, as well as the rigorous analysis of the tracking of pupils' progress the school does, show that pupils in key stage 2 are making good progress. Issues that affected attainment and progress, particularly in reading and writing in 2016, have been addressed successfully.
- Disadvantaged pupils have been the focus of heightened monitoring and support. The school's strategies to ensure that additional funding makes a difference in outcomes for pupils are effective. Consequently, disadvantaged pupils are making good progress across the curriculum in all year groups. The school's analysis of the progress of the most able disadvantaged pupils also shows that they are sustaining their progress across the school from their individual starting points.
- Pupils who have special educational needs and/or disabilities benefit from the strong support and intervention strategies that the school provides them with. Progress data show that they are currently meeting their targets and progressing in line with other pupils from similar starting points.
- The school has robust monitoring systems in place to identify and support the most able pupils to ensure that they fulfil their potential. Work in exercise books shows that most are making good progress across the curriculum. However, on occasion, the most able are not challenged sufficiently and this reduces the progress some pupils make.

- Leaders are very clear that they cannot be complacent if they are to continue to improve outcomes for pupils. They analysed the 2016 results fully and put in place strategies to ensure that progress can be sustained for all groups of pupils. As a result, the school has robust systems in place to monitor pupils' progress and teachers increasingly intervene swiftly to address underachievement.

## Early years provision

**Good**

- Leaders have a good overview of provision in the early years and a clear picture of its strengths and weaknesses. There are comprehensive plans for improvement and strategies are implemented effectively. Consequently, children are making good progress in the Nursery and Reception classes and are well prepared for future schooling.
- Historically, the proportion of children reaching a good level of development by the end of the early years was below the national average. The early years leader and her team have taken effective action to ensure that progress accelerates. As a result, standards are rising.
- Many children join the Nursery and Reception classes with language skills which are below those expected for their age. Children's skills and ability are assessed rigorously when they join the school so that development activities match their needs. As a result, children's progress is planned carefully and more are reaching a good level of development.
- Leaders have identified speech and language as a key area for the development of children. The school currently works with external agencies to ensure that children who have the greatest needs are supported by external specialists.
- Children settle well when they join the Nursery and Reception classes because leaders and staff manage their transition from home or other settings well. Similarly, the transition from Reception to Year 1 is handled successfully so that children quickly adapt to new routines and demands.
- The school strongly encourages parents to contribute to their children's early education. As a result, a large number of parents are involved in following the progress of their children.
- Classrooms and outdoor areas are well equipped to allow children to enjoy learning through a range of activities. Routines for playing and learning are well established. Children respond positively to adults' instructions and interact well with each other.
- Safeguarding in the early years is effective. Children develop their skills in a safe environment under the supervision of well-trained staff.
- The early years curriculum follows a thematic approach. Children develop their skills through a well-structured programme of activities that provide a wide range of learning opportunities.

## School details

Unique reference number	136061
Local authority	Warwickshire
Inspection number	10032597

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Deborah Brown
Headteacher	Beverley Dandy
Telephone number	01827 712 372
Website	<a href="http://www.ops.warwickshire.sch.uk">www.ops.warwickshire.sch.uk</a>
Email address	<a href="mailto:head2083@welearn365.com">head2083@welearn365.com</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Outwoods Primary School is larger than the average-sized primary school.
- The early years comprises a Nursery class for children who attend either morning or afternoon and two Reception classes for children who attend full time.
- The proportion of disadvantaged pupils is above average.
- The majority of pupils are White British and virtually all speak English as their first language.
- The proportion of pupils who have special educational needs and/or disabilities is above average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.

- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- The inspectors observed pupils' learning in 26 lessons. A number of lessons were observed jointly with the headteacher and deputy headteacher.
- The inspectors looked at work in pupils' books and listened to pupils read. They met two groups of pupils to gain their views of the school. The inspectors observed pupils' behaviour at breaktime, lunchtime, and at the start and end of the school day, as well as in lessons.
- The inspectors looked at a range of documentation, including: assessments and records of pupils' progress; the school's checks and records related to safeguarding, behaviour and attendance; records of governors' activities; records of how teaching is managed; and the school's own self-evaluation and improvement plans.
- Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher, the special educational needs coordinator, the early years leader and four middle leaders. The lead inspector met with the chair of the governing body and five other governors, and had a telephone conversation with a representative of Warwickshire local authority.
- Inspectors took into account the views of the 28 members of staff who responded to Ofsted's online questionnaire.
- Inspectors talked to parents at the start and end of the school day and considered 29 parental responses to the Ofsted online questionnaire, Parent View.

## Inspection team

Patrick Amieli, lead inspector	Ofsted Inspector
Dawn White	Ofsted Inspector
Linda Brown	Ofsted Inspector

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