School report

Wood End Primary School

Wood Street, Wood End, Atherstone, Warwickshire CV9 2QL

Inspection dates 13–14 December 2016

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

Summary of key findings for parents and pupils

This is an inadequate school

- Pupils in key stages 1 and 2 make inadequate progress in reading, writing and mathematics because too much of the teaching is weak.
- There is no consistent approach to the teaching of phonics across the school, which leads to pupils becoming confused. This holds back their progress.
- Teachers do not plan work that meets pupils' needs. Pupils are often expected to complete the same work, which results in it being too hard for some pupils and too easy for others.
- Learning is regularly disrupted by poor behaviour.
- Teachers do not challenge the most able pupils, who often have to wait for other pupils to catch up with them. They also repeat the same work a number of times, even if they can already do it.
- Too many subjects are not properly taught and therefore pupils do not have the opportunity to develop their skills in a range of subjects.
- Pupils who have special educational needs and/or disabilities do not make the progress they should because too often the work they are given does not meet their needs.
- Teachers and leaders do not assess pupils' progress accurately in order to check when they are falling behind. There is no systematic assessment of pupils' progress in subjects other than reading, writing and mathematics.
- There is a lack of clarity among leaders, governors and the multi-academy trust about their respective roles and responsibilities.
- The head of this small school does not have enough time to focus on improving teaching and learning.
- The various interventions of the multi-academy trust have not helped school leaders to improve the quality of teaching and learning.
- Senior leaders are not fully effective in their roles.

The school has the following strengths

- Children in Nursery and Reception settle quickly, are taught well and make good progress.
- Pupils have positive relationships with each other, feel safe and are well cared for.
- Pupils' spiritual, moral, social and cultural understanding is developed well.
- Parents and carers are overwhelmingly supportive of the school.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve progress and thereby raise attainment throughout key stages 1 and 2, especially in reading, writing and mathematics.
- Improve the quality of teaching in key stages 1 and 2 by ensuring that teachers:
  - raise expectations and the level of challenge for pupils across the curriculum, especially for the most able and the most able disadvantaged pupils
  - plan work which meets pupils' needs, including the needs of pupils who have special educational needs and/or disabilities, to ensure rapid progress in reading, writing and mathematics
  - adjust tasks as necessary during lessons in response to pupils' understanding and their rates of progress
  - provide work that maintains the pupils' interest so they have positive attitudes to learning
  - provide high-quality phonics teaching, based on a consistent approach
  - carefully match reading books to pupils' abilities
  - give pupils regular opportunities to write at length
  - plan work that develops pupils' subject-specific skills across the curriculum.
- Improve leadership and management by ensuring that:
  - the multi-academy trust, governors and school leaders understand the accountability structure of the school and their roles and responsibilities
  - school development activities are carefully prioritised, sharply focused on the key weaknesses in school and accurately evaluated to ensure that they are having an impact on improving outcomes for pupils
  - weaknesses in teaching are identified and the right support and guidance is put in place
  - pupils' progress is assessed accurately across the curriculum, and assessment information is used carefully to plan work at the right level for all pupils and to provide support quickly to any who may be falling behind
  - additional funding is used effectively to improve outcomes for disadvantaged pupils
  - training and support is provided for leaders to enable them to become effective in their roles
  - disruption in lessons is minimised so that it does not stop pupils from learning

- the curriculum is planned and taught to provide pupils with opportunities to develop their skills across a range of subjects
- school leaders' roles and responsibilities, particularly those of the head of school, are reviewed to provide them with enough time to carry out checks on teaching, learning and assessment and provide support where it is needed.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management	Inadequate

- Leadership has been ineffective in improving the school. There is a lack of clarity about the leadership structures within the school. The head of school, local governing body and the multi-academy trust each have a different understanding of the leadership of the school, particularly regarding who is responsible for which aspects of the school's work.
- At the start of the inspection, the websites of the school and the multi-academy trust provided different information about the leadership of the school. Some inconsistencies still remain, despite leaders addressing the issue during the inspection process.
- The multi-academy trust provides a range of support for the school to help bring about improvements. For example, the school works within a local hub of schools from the trust to share safeguarding training. However, not all of the support meets the development needs of the school and is therefore not improving the school's performance. The school development plan identifies a wide range of areas for improvement but does not focus enough on the key priorities for the school. It has had little impact to date.
- The head of school takes responsibility for too many key areas of leadership. Consequently, she does not have enough time to focus on improving the quality of teaching. She has identified where weaknesses in teaching exist but actions to improve them have not been effective. Teachers have received training to help them improve, but this has not been effective. As a result, weak teaching across the school persists.
- Senior leaders have limited experience in checking and improving the quality of teaching and have not yet had the opportunity to develop these skills. New initiatives in English and mathematics have been introduced but senior leaders are not yet able to evaluate the impact of these initiatives.
- Assessment information is not used properly to plan for the needs of pupils. For example, writing work in some Year 3 books is more challenging than the work for Year 4 pupils with high prior attainment. Progress across the school is inconsistent. Leaders have not challenged the inconsistencies in planning and assessment.
- As a result of weak assessment, most-able pupils and pupils who have special educational needs and/or disabilities are not being effectively challenged and supported. They are therefore not making the progress expected in reading, writing and mathematics.
- Support provided for disadvantaged pupils through the additional funding received is not effective at ensuring that this group of pupils make sufficient progress. Leaders do not monitor the interventions and support carefully enough to see what impact they are having.
- The school's curriculum plans cover the national curriculum and a wide range of topics are planned for each year group. However, work in pupils' books shows that subjects are not covered in sufficient breadth or depth to develop pupils' skills and understanding. Pupils are often required to record only facts through writing tasks and their work shows no real appreciation of the topic. Pupils commented on the lack of

opportunity to learn about subjects other than reading, writing and mathematics. As a result of this, pupils do not have enough experiences to fully support their personal development.

- In addition to the weaknesses in the assessment of reading, writing and mathematics, pupils' work in other subjects is not assessed properly. Teachers do not have enough information about what pupils know, can do and understand. Consequently, the necessary skills to deepen pupils' knowledge and understanding across the curriculum are not taught. Skills across a range of subjects are underdeveloped.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils learn to respect others and cooperate well during social times. They have a range of responsibilities such as sitting on the school, eco and online safety councils. They also support a nominated charity each year. As a result, pupils are prepared for life in modern Britain.
- Pupils benefit from a range of activities to enrich the curriculum. Clubs offered include fencing, choir and information technology as well as sports clubs. The homework club gives pupils opportunities to receive support for homework in school if needed.
- Pupils attend a variety of school visits, which develops their awareness of business and other cultures. They have an opportunity to take part in a residential trip to support their personal development in Year 6.
- The additional funding received by the school for sport is used effectively. Sports coaches work with staff to develop their teaching expertise in physical education. Coaches also work with pupils during lunchtimes to provide them with a range of different sporting opportunities. Pupils are therefore engaged in active lunchtimes which develop their fitness.
- Staff are very supportive of the head of school and share her determination for improving the school.
- It is recommended that the school does not appoint newly qualified teachers.

Governance of the school

- Governors' understanding of the leadership structure of the school, including the status of the head, differs from that of the multi-academy trust.
- Governors have not been involved with setting performance targets for the head of school to date. They do not have a clear overview of how to hold her to account for the performance of the school.
- Governors are supportive of the school. They understand the school development plan but do not sufficiently focus on the key priorities for improvement. Governors now challenge the head of school more robustly as a result of additional support provided by the multi-academy trust. However, this has not led to rapid improvements in the school. During the inspection there was a lack of clarity about who the governors were.
- Governors know how the additional funding for the school has been spent, but lack understanding about the impact it has had. Assessment information published about the use of pupil premium funding during the inspection was inaccurate.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has developed a vigilant approach to safeguarding.
- There are robust systems in place to ensure the pupils' safety. Staff receive regular training provided by the multi-academy trust and understand fully the safeguarding policies and procedures. Checks on new members of staff and people who visit the school are thorough.
- Parents report that their children are safe in school.
- The school works closely with parents, carers and outside agencies to ensure that the needs of vulnerable pupils are met. For example, an educational welfare officer works with the school to support the families of pupils with low attendance.

Quality of teaching, learning and assessment — Inadequate

- The high turnover of staff over the last two years has adversely affected the quality of teaching.
- Too often, teachers do not use accurate information about what pupils can do to plan work which is matched to their needs. The work is therefore too hard for some pupils and too easy for others. As a result, pupils of all abilities are not making expected progress in reading, writing and mathematics.
- Too often pupils become bored and disruptive during learning because the work planned does not meet their needs or sustain their interest. In English and mathematics, pupils are not provided with resources which support their learning effectively. This leads to pupils playing with the resources instead of using them to learn.
- Pupils say that they repeat the same work again and again. There are many examples in books of work repeated on a number of occasions even though pupils had demonstrated a clear understanding of the work.
- Not enough teaching challenges the most able pupils to achieve the highest standards. Most-able pupils, including most-able disadvantaged pupils, often have to wait for others to catch up with them before they can carry on with their learning. They are not given work to extend their thinking. Consequently, they are not making progress to help them reach highest levels by the end of key stages 1 and 2.
- Teachers regularly do not provide work which meets the specific needs of pupils who have special educational needs and/or disabilities. These pupils are making slow progress because the work does not address their learning needs.
- The teaching of phonics is inconsistent across the school. Teachers and other adults use different phonic teaching methods, which leads to some pupils becoming confused.
- Teachers do not check that reading books are matched correctly to pupils' abilities. Books are either too hard or too easy to read. Consequently, pupils of all abilities are not making expected progress in reading.

- Teachers do not give pupils sufficient opportunities to write at length. Pupils across key stages 1 and 2 all too often write single sentences or short paragraphs. This means pupils do not extend their ideas and develop their writing skills. Basic mistakes in spelling and punctuation are not corrected. As a result, pupils are not improving their writing skills.
- Pupils have very few opportunities to apply their mathematical skills across the curriculum. Pupils are therefore unable to develop their understanding of using mathematics in wider contexts.
- Some teachers do not ensure that pupils produce their best work and unacceptable presentation is not challenged. This leads to a number of pupils not taking pride in their work.
- The teaching of skills in subjects other than reading, writing and mathematics is limited. Teachers focus on basic facts in these subjects through writing rather than developing the specific skills of the subject. For example, in key stage 2 pupils have written about famous scientists, but have not carried out any science investigations. There are very few examples of science investigations across key stages 1 and 2.
- Where teaching is stronger, there is more challenge and expectations of learning and behaviour are higher. Additional adults are used effectively to further support and develop pupils' learning. However, there is not enough of this teaching and learning across the school to ensure that pupils make the progress that is expected of them.

Personal development, behaviour and welfare — Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' spiritual, moral, social and cultural understanding is developed well. Pupils are provided with a range of opportunities to learn about other faiths, including visits to places of worship. Pupils taste a range of different foods from around the world. This supports their developing understanding of different cultures and traditions.
- Pupils elect the school council to represent their views in meetings with school leaders. The school council select a charity of the year to support and organise competitions to raise money for it. Pupils also elect an online safety council. This develops pupils' understanding of democracy.
- Bullying is extremely rare in school. When it does happen, it is dealt with swiftly and effectively. Pupils say they do not get bullied. If a pupil is unkind, the school has the 'stop it please' rule. This is used to tell someone to stop their unkind behaviour and pupils report that it works very well. Parents agree strongly that there is little or no bullying and, if it does occur, the head of school acts quickly to stop it.
- Pupils have a sound understanding of how to be healthy. They know which foods are good for them and which foods they should have in moderation.
- Pupils enjoy the breakfast club. It provides engaging activities and is valued by those who attend. Positive relationships between the staff and pupils develop through the club.

- There are a range of opportunities for pupils to work with and support the local community. For example, the choir sings for the Phoenix dementia group and a local company works with pupils in school on a weekly basis.
- Pupils have a good understanding of how to keep themselves safe in a range of situations. This includes keeping themselves safe when using the internet.
- Some pupils do not always take pride in their work and do not always try their best. This leads to poor presentation.

Behaviour

- The behaviour of pupils requires improvement.
- In some classes, pupils behave appropriately and have positive attitudes to learning. However, too often pupils lose concentration, usually when the work is too hard or too easy for them. This leads to disruption and poor behaviour. Some pupils refuse to follow instructions in lessons, especially when the work does not interest them.
- Pupils behave well around the school. They play together safely during breaks and lunchtimes, respond promptly to instructions and return calmly to their classes. The vast majority of pupils are polite and helpful to adults and each other.
- Attendance is in line with national averages. It is closely monitored and appropriate action is taken where it is low. Rewards celebrate good attendance. Very few pupils are persistently absent.
- Exclusions are rare. When pupils are excluded, the correct procedures are followed and the school works hard to help the pupils get the support they need.

Outcomes for pupils — Inadequate

- Pupils currently in key stage 2 are making insufficient progress and are not challenged enough. The school's own assessment information shows that key stage 2 pupils have made poor progress in reading, writing and mathematics from the end of key stage 1.
- The school's assessments show that pupils across key stage 1 are not making the progress that is expected of them in reading, writing and mathematics, including the most able pupils.
- Teachers do not plan work from pupils' starting points. Pupils are not challenged and supported effectively in reading, writing and mathematics. Teachers do not give pupils enough opportunities to apply their skills in reading, writing and mathematics in a range of subjects. As a result, pupils of all abilities do not make at least expected progress in reading, writing and mathematics. This includes pupils who have special educational needs and/or disabilities, disadvantaged pupils and the most able.
- The progress of disadvantaged pupils is not enabling them to catch up with other pupils in reading, writing and mathematics. Support provided through additional funding has not been effective at ensuring that these pupils make at least the progress that is expected of them.
- Progress in reading and mathematics at the end of key stage 2 last year was among the lowest in the country. Very few pupils in key stages 1 and 2 achieved the higher

level of performance, especially in reading and mathematics.

- Pupils in Year 2 achieved standards in line with national averages in reading, writing and mathematics at the end of last year.
- Last year, the proportion of Year 1 pupils achieving the expected standard in phonics dropped sharply. Currently, a significant minority of pupils are not making enough progress to meet the expected standard in phonics this year.
- The school does not have any information about how pupils are progressing in subjects other than reading, writing and mathematics. Progress in books from a range of subjects, including writing and mathematics, shows that pupils of all abilities are not making expected progress.

Early years provision — Good

- Children in the early years are making good progress from their starting points. This is because the teachers and teaching assistants know what the children can do and plan activities carefully to take their learning forward. Last year the number of children achieving the expected standards at the end of Reception improved and was in line with national averages.
- Teaching is good. Children eagerly participate in learning as a result of the engaging activities planned. They show a high level of independence and manage their own behaviour well.
- Children work and play alongside each other cooperatively. They show respect and support for each other. For example, in a lesson about numbers, children worked together to add numbers and helped each other to find the answers to the questions. Teachers use equipment to support the children's learning effectively.
- Teachers ensure that all aspects of the early years curriculum are covered in depth. This means that children are well prepared to start the next step in their learning in key stage 1.
- Teachers develop and embed clear routines so children know what to do at different points during the day. For example, the children prepare sensibly and quickly for lunchtimes and at home time.
- There are close working relationships between all staff in the early years. Staff plan work together and check the progress children make in Nursery and Reception carefully. All staff contribute to assessments of what children can do. Therefore, any child not making expected progress is identified quickly and support put in place to help them catch up. Disadvantaged pupils are supported effectively to ensure that they make progress which is similar to other pupils.
- Support for children when they join the school in Nursery or Reception is effective. Teachers carry out home visits, arrange meetings with parents and hold sessions for parents to visit the school with their children. This helps staff to get to know the children before they start school and helps the children to settle quickly.

- The early years leader provides effective management and ensures that there is clear progression from Nursery to Reception. Assessments are checked for accuracy and the assessment records build a clear picture of what the children achieve throughout the early years.
- Staff place a high priority on children's safety and well-being. Children feel safe, have positive learning behaviours and achieve well across the early years. All statutory safeguarding and welfare requirements are fully met.

School details

Unique reference number	140418
Local authority	Warwickshire
Inspection number	10019989

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	154
Appropriate authority	Academy trust
Chair	Mr M Eade
Director of education	Mr E May
Head of school	Mrs C Hadley
Telephone number	01827 872237
Website	www.wood-end-primaryschool.co.uk
Email address	admin2023@welearn365.com
Date of previous inspection	Not previously inspected

Information about this school

- The school does not comply with Department for Education guidance on what academies should publish about annual reports and accounts. The school's website contains none of this information. There is a link on the school's website to the multi-academy trust site, which includes some of the required information, but it is not available in a readily accessible format.
- Wood End is smaller than the average-sized primary school.
- Almost all children are of White British heritage and most speak English as their first language.
- The proportion of pupils supported by the pupil premium is slightly below average.
- The proportion of pupils identified as having special educational needs and/or

disabilities is slightly below average.

- No pupils in the school are currently being educated by any other provider.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics for pupils by the end of Year 6.
- The school runs a breakfast club.
- Wood End is part of the Community Academies Trust.
- Wood End has a head, two senior teachers and an early years leader.

Information about this inspection

- The inspectors observed teaching and learning in 13 lessons or parts of lessons.
- The inspectors met with pupils and heard a selection of pupils read. The inspectors looked at examples of pupils' work in their books and spoke to pupils about their learning. The inspectors observed pupils' behaviour at break and lunchtime as well as in lessons. There were no responses to the online pupil questionnaire.
- Meetings were held with a newly appointed teacher, senior leaders and the head. There were seven responses to the staff online questionnaire, which were taken into account.
- The lead inspector met with two governors, including the chair of the local governing body, and met with the chief executive officer and director of education from the multi-academy trust.
- The opinions of parents were considered through 21 responses on Parent View, and conversations with parents before school.
- Various school documents were scrutinised, including the school's self-evaluation, development plans, information about managing teachers' performance and staff training records. Minutes of meetings of the governing body and information about pupils' progress, behaviour, attendance and safety were also analysed.

Inspection team

Ann Pritchard, lead inspector	Her Majesty's Inspector
Wayne Simner	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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