

Buildwas Primary School

Buildwas Road, Buildwas, Telford, TF8 7DA

Inspection dates 29–30 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires special measures.

- There is too much variation in the quality of teaching across the school that has led to widespread underachievement since the school was last inspected.
- Pupils in Years 1 to 6 make inadequate progress in reading and writing.
- Provision for disabled pupils and those who have special educational needs is very poor.
- Pupils in Year 6 with behavioural difficulties do not receive the support they need and regularly disrupt the learning of other pupils in their class.
- Teachers do not assess pupils' work accurately. They do not consistently set them appropriately challenging tasks or check that all are working hard.
- Teachers do not mark pupils' work well enough, so pupils continue to make errors in spelling, punctuation and grammar.
- Teachers do not expect enough of the most able pupils, especially in the quality of their presentation and handwriting.
- Poor leadership and management have resulted in weaker teaching and slower progress on the part of pupils since the school was last inspected.
- Leaders have not set sufficiently demanding targets for teachers' performance.
- Leaders and governors have not ensured that pupils are kept safe. Staff have not been given the appropriate guidance. Record keeping is weak and statutory procedures have not been carried out.
- The systems for keeping records and transferring information between leaders are inadequate. Information regarding pupils' progress as they move through the school is poor. As a consequence, leaders do not know how well pupils achieve.
- Teachers responsible for subjects play little or no part in leading or managing their areas of responsibility.
- Leaders have only sporadically checked the quality of teaching so they do not have a clear picture of its strengths and weaknesses.
- The priorities for improvement do not include all the school's main weaknesses.
- Governors do not meet all of their statutory requirements. They have not acted quickly or decisively enough to halt the school's decline.
- Pupil premium funds have not been used effectively to support disadvantaged pupils.

The school has the following strengths

- The leadership and management of the early years are good. Teaching in early years has improved since the last inspection and is now good, so children achieve well.
- Pupils have a very good understanding of British values.
- Pupils conduct themselves well outside of lessons.

Information about this inspection

- The inspector observed seven lessons, including six seen jointly with the acting headteacher. In addition, the inspector listened to pupils reading and analysed the work in their books.
- Discussions were held with staff, pupils, members of the governing body and representatives of the local authority.
- The inspector considered the 23 responses to the online questionnaire, Parent View. He spoke with parents informally and also considered the views that parents expressed in letters sent directly to the inspector.
- The inspector observed the school's work, including arrangements for keeping pupils safe. He looked at a number of documents, including: the school's own information on pupils' progress; the school's evaluation of its performance; records relating to attendance; and documents relating to safeguarding.

Inspection team

David Driscoll, Lead inspector

Additional Inspector

Full report

In accordance with 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.

Information about this school

- The school is much smaller than the average-sized primary school.
- Children attend the Nursery either full or part time. They attend the Reception class full time.
- Almost all pupils are White British.
- An above-average proportion of pupils, almost one fifth, is disabled or has special educational needs.
- Just under one fifth of pupils are supported through the pupil premium (additional funding for pupils known to be eligible for free school meals and looked-after children); this proportion is broadly average.
- The government's floor standards were not applicable in this school. These set the minimum expectations for pupils' attainment and progress but only apply to schools with more than 10 pupils in Year 6.
- The headteacher, who was also the special educational needs coordinator, was absent from September 2014 owing to illness and resigned with effect from January 2015. The assistant headteacher acted as headteacher until the substantive headteacher resigned. A new temporary acting headteacher was appointed from January 2015.
- The school is supported by the headteacher of John Wilkinson Primary School, who is a Local Leader of Education.
- The school provides a breakfast club each morning.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching in Years 1 to 6, and so accelerate pupils' progress, especially in reading and writing, by ensuring that all teachers:
 - accurately assess pupils' work and reading, and use the results to set pupils appropriately challenging tasks and provide them with reading books that are well matched to their ability
 - mark pupils' work so that all pupils know where they have made errors in spelling, punctuation and grammar; and check that pupils have corrected their mistakes and do not repeat them in future work
 - have higher expectations of what the most able pupils can achieve, especially in the quality of their presentation and handwriting
 - check more frequently that pupils are on task and working hard.
- Ensure as a matter of urgency that the school has robust systems for keeping pupils safe by:
 - providing all staff with the appropriate guidance on how to keep children safe
 - keeping records of allegations of child abuse for the requisite time
 - carrying out more frequent fire drills
 - appointing a member of staff to be responsible for the achievement of looked-after children
 - keeping a record of pupils who are excluded from school.
- Improve the provision for, and progress of, disabled pupils and those who have special educational needs by:
 - appointing a special educational needs coordinator and ensuring he or she is suitably trained and qualified
 - providing the support to which those with statements of special educational needs are entitled
 - ensuring that teachers and teaching assistants are given the guidance they need on how to support

pupils in Year 6 who have difficulty managing their behaviour, so that they do not disrupt lessons.

■ Improve leadership and management by:

- establishing secure systems for keeping records that are easily transferable on a change of leader
- developing a system for assessing and tracking pupils' progress as they move through year groups
- carrying out more frequent checks on the quality of teaching
- setting more demanding targets for teachers' performance
- drawing up plans for improvement that address the school's main weaknesses
- developing the roles of subject leaders in monitoring, evaluating and leading their subjects
- use the pupil premium funds to support those pupils eligible for such support and carefully evaluate the impact it has.

■ Improve governance by ensuring that governors:

- take actions more quickly when concerns about leadership arise
- meet statutory requirements in respect of provision for disabled pupils and those who have special educational needs, safeguarding pupils, providing information to parents on the school's website, and in reports on their children's progress and provision for looked-after children.

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

Inspection judgements

The leadership and management are inadequate

- The school has suffered from poor leadership and management since it was last inspected. Weaknesses in teaching have not been identified, and widespread underachievement on the part of pupils has been allowed to continue.
- Newly qualified teachers should not be appointed.
- Leaders have not checked the quality of teaching often enough and therefore do not know which aspects of teaching are most in need of improvement. As a consequence, there are wide variations in the quality of teaching across the school. It is good, for example, in the early years, but inadequate in Years 1 to 6. Within Years 1 to 6, there are large variations in quality. Teaching in mathematics is considerably better than that of reading and writing.
- The targets set for teachers' performance are far too easy to achieve. For example, some teachers only had to ensure good progress for three or four pupils in their class. These low expectations led teachers to focus on the progress of a few pupils rather than ensure the achievement of all.
- Plans to improve the school are ineffective. They do not focus on the school's main weaknesses, such as reading and writing.
- Disabled pupils and those who have special educational needs do not receive the support they need. The school has not had a special needs coordinator since September 2014. Staff have not received enough guidance on how best to support such pupils and meet their specific needs. Pupils who are entitled to one-to-one support for 25 hours each week, for example, have no teaching assistant allocated to them. Records regarding referral to specialists are not kept up to date.
- Record keeping is particularly poor. There are no effective systems to ensure that essential information is recorded or communicated. As a result, the school's leadership and management are vulnerable.
- There are no rigorous, complete or up-to-date systems for tracking pupils' progress as they move through different year groups, so leaders and teachers do not know which pupils are underachieving or doing well.
- Pupil premium funds have not been targeted effectively at those pupils most in need of support. As a result, although some disadvantaged pupils have done well, others have made little or no progress. Only a small proportion of the available funds for the current academic year has been spent.
- Subject leaders have played no part in checking teaching, monitoring standards or driving improvement in their areas of responsibility. The exception is the leader of the early years, who has pushed ahead with improvements, drawing on effective support from the local authority.
- The school's leaders have not ensured that there are rigorous systems to keep pupils safe from harm. Three weeks before the inspection, an audit by the local authority found serious weaknesses in the recording of checks made on the suitability of staff to work with children. While these have been rectified, many other weaknesses remain.
- The school does not meet statutory requirements for safeguarding. Staff have not been given the required guidance on how to keep children safe in school. No records are kept of pupils who have been excluded from school. Records relating to child abuse allegations are not kept for the required length of time. There is no teacher responsible for the achievement of looked-after children. Fire drills are not carried out each term.
- Parents have mixed views on the school. Some feel that their children are doing well, as they are in the early years. Others rightly raise concerns about their children's progress. Around one in three parents who

responded to the online questionnaire were unhappy with the quality of information they received about their children's progress. Reports do not meet statutory requirements because they do not give parents enough information about the progress their children have made. The school is not promoting equality of opportunity well enough for pupils, as inadequate teaching means they have not been given the chance to reach their potential.

- The school's website also fails to provide all the information required by statute. In particular, it does not show the school's most recent national test results. There is insufficient information about the curriculum, provision for disabled pupils and those who have special educational needs, or the impact of the pupil premium and the primary physical education and sport premium.
- The range of subjects covers all the required areas but is not adapted well enough to cater for pupils' different abilities. Nevertheless, there are strengths in some subjects. British values are taught well, so pupils develop a strong understanding of the importance of laws and why people should be treated equally. Some Year 6 pupils explained that 'Everyone should be allowed to worship who they like and live by their own customs, but they must obey the law, which is there to protect everyone.' Discrimination is tackled head on, and pupils learn that it is not acceptable.
- Despite their good very understanding of British values, pupils are only reasonably well prepared for life in modern Britain. They are taught about the lives of those from backgrounds different from their own, but their preparation is limited because the range of faiths and cultures is not particularly extensive.
- The extra funds for primary physical education and sport have been spent well. Local schools have clubbed together to employ a manager who has overseen provision. The range of sports, and opportunities for pupils to take part in competitions, has increased significantly. Many more pupils now take part in sport and have joined community sports clubs.
- The local authority has provided the school with extensive support. Much of this has been aimed at improving mathematics and the early years, and these are the two areas where the school can point to pupils making better progress than in the previous two academic years. The local authority raised concerns about the school's weak performance in February 2014 and has raised its level of support as a result.
- The newly appointed acting headteacher wasted no time in checking all the teaching and analysing the school's data. She is already well aware of the long list of deficiencies in the education that the school provides, and has started to take actions. For example, a new teaching assistant to support pupils with a statement of special educational needs has already been appointed. However, parents are concerned about the future as they do not know what will happen if the acting headteacher leaves.
- **The governance of the school:**
 - Governance is ineffective and governors fail to meet many of their statutory duties. Governors have, in the past, relied too heavily on the headteacher and local authority to provide them with data on the school's performance. However, even when presented with such data, they did not act quickly enough to prevent the school from declining further. Governors are now better trained to understand performance data. They have raised their level of challenge since September 2015 and now ask searching questions of the headteacher.
 - Governors have not received accurate and up-to-date information on the quality of teaching, so are not aware of where the main deficiencies lie and have not taken action to deal with underperformance. They are now aware of the weaknesses in the arrangements for managing the performance of teachers but were powerless to prevent weaker teachers receiving pay rises this year as they did not know that targets set previously were so low. Where good teaching has resulted in significant improvements, governors are aware that the teacher has been suitably rewarded.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils is inadequate. Too many lessons are disrupted in Year 6 by the behaviour of a

small number of pupils. Pupils who have special educational needs do not receive the support and guidance that they need to be able to manage their own behaviour successfully, or to understand the impact that their poor behaviour has on others. Other pupils in the class say that they are fed up with not being able to hear what the teacher says or being moved to another room while staff deal with the poor behaviour.

- The quality of presentation in pupils' books often gets worse, not better, over time. Pupils are not encouraged to improve their presentation and handwriting, so become sloppy in laying out calculations or writing on lines. None of the three Year 2 pupils who read to the inspector had brought their reading diaries to school and one did not have a reading book.
- In other lessons, most pupils behave well. They usually concentrate on their tasks, but there are often a few pupils in Years 1 to 6 who do not get on with their work without their teacher telling them to do so.
- Pupils behave well in the playground and around school. They are generally polite and well mannered. Pupils say that behaviour has improved significantly this term since the acting headteacher arrived, with far less overly boisterous behaviour at breaks.
- Attendance has improved dramatically this academic year because the new breakfast club is successful in encouraging pupils to come to school. Attendance is currently above average when, for the same period last year, it was very low.

Safety

- The school's work to keep pupils safe and secure is inadequate. The failures in safeguarding set out in the leadership and management section of this report mean that many of the required procedures are not in place.
- Pupils say that they feel safer in school this term. Previously, they felt that they had nobody to turn to in school, but now 'The headteacher's door is always open and we can talk to her about our problems.'
- Serious behaviour incidents have reduced this term compared with the same period last year, when there were many acts of physical aggression.
- There is very little bullying at the school and incidents of bad language are rare.
- Pupils have an appropriate understanding of how to keep themselves safe, with younger ones acutely aware of the danger of talking to strangers. All pupils have received training from a representative of the children's charity, Childline.

The quality of teaching is inadequate

- There is too much variation in the quality of teaching across Years 1 to 6. Pupils make steady progress in one year, only to fall behind in the next.
- The lack of appropriate support for disabled pupils and those who have special educational needs means that many underachieve. Some find the work too difficult while others are not suitably challenged or expected to think for themselves.
- Teachers do not expect enough of the most able pupils. They have to do the same work as lower attaining pupils before moving on to more demanding tasks. Many of the most able pupils quickly and correctly complete tasks in mathematics because they are already confident with calculations.
- Teachers do not check frequently enough that all pupils, and especially the most able, persevere with set tasks. Pupils in a writing lesson in Years 1 and 2 were left to their own devices while the teacher worked with those with special educational needs. Some of the most able pupils simply stopped work and started to talk to their friends. By the end of the lesson, they had written only a few words, while others had written several paragraphs.

- Teachers' assessments of pupils' progress in reading and writing are not accurate. This leads to pupils being given work or reading books that are not matched well enough to their abilities. For example, one pupil read to the inspector and could not read a single word in the book, other than 'a' and 'in', while another read every word easily and accurately.
- Teachers' written feedback fails to identify consistently what the pupil has done wrong. Where errors are identified, teachers rarely expect pupils to correct them or learn from their mistakes. As a result, errors are repeated over time.
- Teaching in mathematics has improved over the past year, as a result of the significant support from the local authority. Work is now assessed accurately and tasks are usually appropriately demanding, so pupils' progress has improved. Teachers provide pupils with plenty of opportunities to practise their skills by solving problems. Marking in this subject is accurate and up to date, but does not pay enough attention to correcting errors in writing in mathematics work or to improving the layout and presentation of work.
- Teaching in the early years is good. Children are assessed accurately and staff use the resulting information to plan the next lessons so that children are constantly learning something new.

The achievement of pupils

is inadequate

- Progress in Years 1 to 6 is inadequate in reading and writing. Much of the teaching in reading and writing is inadequate and teachers' expectations of pupils are too low.
- Pupils in Year 2 last year reached average standards in reading, writing and mathematics. However, this masks significant weaknesses in the progress made by some pupils. No pupil has reached the higher Level 3 in writing for the past two years and very few have done so in mathematics.
- Standards reached by the pupils who left Year 6 in 2014 were average. However, they started the key stage with standards that were above average. Almost all pupils underachieved.
- Children join the early years with knowledge and skills that are typical for their age in all areas of learning. They make good progress and start Year 1 with standards that are above average.
- Disabled pupils and those who have special educational needs often flounder in lessons because they do not receive an appropriate level of support for their specific learning needs. Their progress over time has been slow since the school was last inspected.
- The most able pupils fail to make the progress expected of them in reading and writing because they find the work too easy. They are now being given more demanding tasks in mathematics, so their progress is accelerating in this subject.
- The progress of disadvantaged pupils across the school is as variable and equally as inadequate as that of other pupils. The extra money made available to help them make good progress has not been spent effectively on their support.

The early years provision

is good

- The early years department is the one area of the school where improvement is evident. The deficiencies identified at the previous inspection have all been tackled. Teaching is now good and children achieve well. They are ready to start Year 1 with above-average standards.
- Activities are very well planned to build on what children have shown they can do in the previous lesson. Staff have high expectations of what children can achieve and give them challenging but enjoyable tasks. In a mathematics lesson, for example, high attaining children in Reception calculated how many seeds

they needed in order to count the ducks and how many were left. Outside, lower attainers were bouncing up and down on number lines to work out subtractions from 10.

- Expectations are equally as high in reading, writing and for children's personal development. Children wrote letters to dragons, for example, explaining how they should look after their young. Staff encourage children to be accurate in their letter formation, and they respond by concentrating hard.
- Behaviour is consistently good. Even those who have just started Nursery have quickly settled into the school's routines. They listen well and share toys with one another without any fuss. They learn how to keep safe.
- The leadership and management of the early years are good. The leader has improved assessment and recording procedures considerably, and this has been the basis for raising achievement. Children are now assessed accurately and in detail. Their progress is tracked and analysed so that areas of weakness can be addressed. For example, in 2013, progress in reading and writing was slower than in other areas of learning, but now it is as good as in all other areas.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	123356
Local authority	Shropshire
Inspection number	453829

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	71
Appropriate authority	The governing body
Chair	Nigel Bowen
Headteacher	Aileen Macmillan (Acting Headteacher)
Date of previous school inspection	24 April 2013
Telephone number	01952 432135
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