

Instead school review report cover sheet			
School name:	William Shrewsbury Primary School	Lead reviewer:	Tracey Coles
URN:	124132	External reviewer 1:	Helen Phillips
Head teacher:	Bernadette Hunter	External reviewer 2:	Simon Webster
Chair of governors:	Dan Beard	Date of review:	3 rd & 4 th February 2016
Lead reviewer comments:		School comments:	
<p>William Shrewsbury Primary School is a large 3 form entry primary school with 679 children on roll, including a 52 place Nursery. 90% of the learners are from White British families. 4.3% percent of the learners have special educational needs as recognised on the school's Special Educational Needs register. 11.9% of learners are eligible for free school meals. A Breakfast Club is offered by the school and is well supported. There are a wide range of extra curricula clubs available to children and 85% of pupils attend activities spanning sport, arts, performance, science and technology during the academic year. The school was last inspected in July 2013 and was graded as good overall with the behaviour and safety of pupils graded as outstanding.</p> <p>The school is a leading member of the Burton Cooperative Learning Trust and is a strategic partner within the National Forest Teaching Schools Alliance. The Headteacher has been in place since 2000. The Senior Leadership Team includes a Deputy Headteacher and two Assistant Headteachers. The wider senior leadership of the school includes the SENCo, Bursar, EYFS and MLT leader.</p> <p>A Middle Leadership Team has been established and comprises of TLR postholders for roles including the leadership of Inclusion & SEND, EYFS, English, Maths and ICT. The leader of the team also is the Learning Lead for KS1&2. There are an additional sixteen teachers and thirty classroom support staff deployed across the school. Midday supervisors, a Site Supervisor, a Janitor, and ICT technician and administrative staff further complement the staff team.</p>		<p>The review was rigorous, robust and fair and conducted in a professional and skilful manner by the team. The school staff and leadership team are pleased that the report is an accurate reflection of the school. It celebrates our strengths and achievements and has also accurately identified the next steps the school needs to take in order to ensure we achieve the very best outcomes for our pupils. The reviewers were able to determine the areas for development in a positive and constructive manner. We found it very helpful to be part of a review process with other school leaders who could share perspectives and approaches which will lead to further improvements in our own school. Teachers appreciated the opportunity to have a professional conversation with the team and to share ideas and good practice during feedback. The involvement of staff and governors in the review framework was a very valuable part of the process and we found the inclusion of a Community section particularly beneficial. The process was demanding and intensive but also constructive and very worthwhile. The approach was supportive and challenging but not adversarial; we believe this will result in more rapid and long term improvement for our school.</p> <p>Overall this was a process that challenged and supported the school and has given us greater confidence in our own judgments and a clear way forward for future actions</p>	

Overall strengths of the school

Learning and teaching:

- A cohesive, dedicated and reflective staff who collaborate together and support each other effectively to meet the needs of learners and engage them actively in their learning.
- As a result of the impressive knowledge that teachers have of the children that they teach, including prior assessment, learning is targeted and progress is subsequently assured.
- The provision of a wide range of opportunities to develop learner's interests is leading to quality learning outcomes and significant progress.
- A vibrant curriculum that includes creative use of resources and learning techniques is resulting in high learner engagement and excitement about learning.

Pupils:

- Learners are at the heart of the school; they feel safe and secure, consequently, they take risks with their learning and see mistakes as learning opportunities.

- Children have every confidence in the staff of the school to respond to any concerns they may raise. Consequently the social, emotional and academic needs of learners are very effectively met in a nurturing and supportive environment.
- There are numerous opportunities for children to take on a range of roles with responsibilities that enable them to make a positive contribution to the development of the school, and they rise to challenges presented.
- Learners are well mannered, delightful to work with and behaviour for learning in lessons is excellent which makes an unmistakable contribution to the success they enjoy within the school.
- The needs of all learners, including those with SEND, are well understood; provision is tailored to meet their needs and the expertise of staff is deployed effectively by the skilful SENCo.
- Because of the proactive approach taken by the school, attendance is consistently high; children want to come to school because of the vibrant learning environment available to them.

Community:

- Parents justifiably value the school because they know that their children are happy, progressing well and they have every confidence in the leadership of the school; they are fulsome in their praise of the teaching staff, including the Headteacher and deputy headteacher, describing the staff as highly committed, approachable, and able to deal with any parental queries promptly.
- A wide range of opportunities are offered to parents to enable the appreciation of what and how their children are learning. For example: the Family Learning workshops, inclusion of parents in clubs e.g. science club and after school events such as bedtime stories for KS1. Additional support for parents included the provision of an affordable family trip to Disneyland, Paris.
- There is external validation of the school's achievements; these have been instrumental in securing a rich vibrant curriculum and learning environment. Awards include: Primary Science Mark Gold Award, Arts Mark Platinum, School Games Gold Award, Healthy Schools Award, Eco School Award, Full Dyslexia Friendly Status, Rights Respecting School.
- The school proactively seeks opportunities to collaborate with others; there is clear evidence of the impact of this within the school and to wider school improvement. Involvement with the Burton Co-operative Trust has given opportunities for staff to share best practice across the 8 schools and to moderate judgments about children work. The school joins others for concerts sports days, visits to Parliament, joint CPD and allows economies of scale to be achieved on purchasing power.

Leadership:

- A strong shared vision, formulated collaboratively and driven by a creative and effective Head Teacher, permeates every aspect of the school and has a demonstrable impact on learners.
- The Headteacher and her Deputy work in a strong partnership to empower staff to research and trial new approaches aimed to secure further improvement for learners. Staff are supported to take risks; they monitor and evaluate the impact of such developments and share resultant good practice across the school e.g. use of Numicon to support mathematical learning.
- A skilled Governing Body shares the vision of the school; governors ensure that they have a deep knowledge and understanding of the school that informs their strategic direction and planning.
- Leadership is distributed and there are extensive opportunities for all staff to develop skills and competencies which can be harnessed to secure high quality future leaders. Because of the manner in which their visionary Head Teacher leads them, inspiring confidence, offering chances to engage in leading edge initiatives and providing support, leaders understand their roles, are well supported with CPD opportunities.
- The MLT are particularly effective and well lead; they are a driving force who have the confidence and skills to take forward initiatives to improve the school.
- All leaders and members of staff are actively involved in curriculum development and delivery; they have ensured that there is a vibrant curriculum that exceeds statutory requirements.

Vulnerabilities:

- *As the school embeds their approach to the assessment of the new National Curriculum, how could individual targets for children's learning be refined to match criteria in the new NC, be regularly formulated, shared, used consistently, reviewed and sufficiently integrated with the feedback that learners receive?*
- *How can the marking of children's work be made more consistent and effective in giving constructive feedback to children about their next steps for learning, both across year groups and subjects?*
- *How can staff ensure that children's independence is further established by harnessing the Building Learning Power characteristics and by providing more opportunities for children to take risks in their learning?*

Recommended actions:

The school should prioritise:

- *Undertaking a review of age appropriate target setting, linked to new National Curriculum, that involves all staff and children in devising and implementing a system that can be readily utilised, complementing the marking and feedback that learners receive.*
- *Exploring the most effective way to regularly review targets to ensure that they lead to sustained learning. Consider the target setting process to ensure it continues to remain purposeful and meaningful. Include pupil voice in such reviews.*
- *Giving consideration to the role of the year group leader in monitoring the consistent implementation of the agreed target setting system.*

The school should develop:

- *The insightful work completed so far on assessment without levels and tracking systems, ensuring that these take account of future amendments to the end of Key Stage performance descriptors together with other national and local initiatives. Ensure that the resultant, evolving guidance for staff allows the implementation of updated assessment arrangements to be concise, meaningful and manageable.*
- *Consistency in effective marking within and across year groups and between subjects. Decide when effective marking would give timely constructive feedback to children and when 'light touch' marking, self or peer marking would be more appropriate.*
- *A range of approaches that require children to directly respond and show improvement in line with desired next steps for their learning, initially in core subjects. Capture these approaches in age appropriate exemplars that can be shared with staff across the school.*

The school should maximise:

- *The excellent way in which year group teachers collaborate and discuss teaching and learning methodology to address occasional inconsistencies in teaching within the year group. Compare the use and impact of resources and strategies used in teaching on the outcomes that result in children's work. E.g. During PPA, explore how the impact of the choice of resources and the way in which work to be done was modeled, drew better quality writing and greater progress from one class of children than another.*
- *Their involvement in the Burton Cooperative Trust to seek opportunities to explore the impact of different teaching and learning styles in other Trust schools to inform enquiry based learning at William Shrewsbury Primary School.*
- *Opportunities to re-enforce basic spelling and grammar skills across the curriculum thus increasing the accuracy of writing across the school from an early age.*

The school should sustain:

- *The quality of provision in the EYFS that introduces children to BLP learning characteristics and provides an excellent foundation for learning in KS1 and beyond.*

- *The benefits of peer lesson study to explore learning within and between year groups. This allows teachers to observe different teaching styles and consider the impact of different approaches on the learning that happens in a lesson, absorbing the best of what has been observed into their own teaching repertoire.*
- *The impressive way that teachers find a variety of methods to actively engage children in their learning through co-operation, collaboration and enquiry. Build in challenging tasks that will allow children to take risks in their learning and see that mistakes are a great way to take learning forward.*