

Inspection of Captain Webb Primary School

Webb Crescent, Pool Hill, Dawley, Telford, Shropshire TF4 3DU

Inspection dates: 3–4 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils are cared for, kept safe and taught well at this school. This is because the headteacher and her team do a good job. Planning and teaching in different subjects is usually pitched just right, and pupils of all abilities are able to feel success. Academic standards have risen and pupils are ready for secondary school by the time they leave.

Staff, pupils and parents all say expectations are high and that the school has improved. We agree. Behaviour is managed very well so the school day runs smoothly. Any upsets are sorted out quickly. Pupils learn how to spot bullying and know that adults will always help them with any problems.

Lots of interesting things happen at Captain Webb Primary. Every term, pupils go out on visits to different places and older pupils can even visit France. In school, there are lots of clubs, plenty of sports and many opportunities for pupils to have a say in how things are done.

The school's good communication with parents has recently been recognised by a national award. Indeed, the school leadership has done much to make sure all in the school community feel valued, involved and able to do their best.

What does the school do well and what does it need to do better?

Captain Webb Primary is now a good school that is still improving because of strong leadership. The headteacher's calm, determined and supportive authority has got the school back on track and is driving it forwards.

This ambitious leadership brings out the best in others. Staff benefit from good-quality training that helps them to grow as leaders and improve their teaching. Team spirit is strong. Throughout the school, there is a consistent approach to curriculum planning and classroom practice. In all subjects, staff have thought carefully about what to teach when and keep a close eye on how pupils are doing. In mathematics, for example, new work builds logically on earlier work but also allows time for pupils to practise what they already know. This helps them to remember things, although there is still more work to do to improve pupils' speed with mathematical facts like their times tables.

The teaching of reading is done very well. Staff are trained in how to teach phonics and daily routines and systems make sure everyone gets what they need. Whether reading in class or at home, staff check that pupils have books they understand. If any pupil needs a helping hand, adults find extra time straight away and this stops them from falling behind. As pupils' confidence grows, teachers introduce them to new books and authors. Most days, teachers read to the class during 'page-turner time'. They encourage pupils to talk about books and share their views.

Pupils are able to share their views in other ways too. Through the school council, pupils can influence school life. For instance, they are currently working with canteen staff to plan a new lunch menu.

The school's personal, social and health education (PSHE) programme prompts pupils to think and talk about a wide range of topical and moral matters. It also teaches them to consider others and be helpful. Pupils respond very well to this. They listen to their teachers and usually behave well. They are thoughtful, friendly and respect one another.

The well-organised approach to curriculum design can also be seen in other subjects such as history, geography, music, art and physical education. Well-thought-through plans set out the progression of knowledge and skills to be taught. However, these are new so are not as firmly established as they are in English and mathematics. Similarly, leadership in these subjects is also developing, but is clearly heading in the right direction. Having said this, the school's commitment to enriching learning in different subjects by taking pupils out and about is a very well-developed feature. In fact, this is an integral part of the school's approach to learning. Teachers regularly use visits to exciting places as a springboard for work back in class. During their time at school, all pupils can take part in a huge range of trips to places near and far. In addition, there are lots of clubs and sports for pupils to try.

The Nursery and Reception classes are well set up to support children's early language, social and emotional development. Children thrive under the care of well-qualified adults who make sure they feel safe and secure when they first start school. Many creative activities feed children's imaginations and growing interest in the world.

Pupils with special educational needs and/or disabilities (SEND) are included in all the school does. The leadership of this aspect has improved since the last inspection. Looking ahead, there is scope to strengthen the quality of classroom support so that pupils with SEND can make the most of lessons.

Safeguarding

The arrangements for safeguarding are effective.

Staff and governors know what to do if they have any concerns. Regular training and staff briefings keep everyone up to date with routines and requirements. Information about pupils with medical conditions is shared in the right way, and medicine is stored in the right place. Records and registers are kept correctly and if a pupil does not turn up in the morning, staff check where they are.

All the proper checks on staff and visitors are completed as they should be. Access in and out of the building is controlled and the site is well maintained and secure. If anyone has a worry, they can write it down and put it in a worry box or talk to an adult in school. Pupils say that they feel cared for and safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Currently, classroom support for pupils with SEND varies from class to class. This means these pupils do not do as well as they could. In order to ensure greater consistency and quality, leaders should review how extra support is organised so that learning is improved.
- Pupils' attainment in mathematics has risen but their fluency at recalling mathematical knowledge could be better. Currently, slow recall makes it harder for them to do their work quickly. This holds them back from pressing on with new learning. In order to improve this, leaders should make sure teaching continues to focus on improving pupils' mathematical fluency.
- The leadership and curriculum planning of foundation subjects are well organised, but not as firmly established as they are in English and mathematics. Leaders should continue to provide training and guidance to support these subject leaders as they grow in their roles and establish the new planning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	123443
Local authority	Telford & Wrekin
Inspection number	10111669
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair of governing body	Mark Chetwood
Headteacher	Sarah Passey
Website	www.captainwebbprimary.org.uk
Date of previous inspection	18–19 July 2017

Information about this school

- The school runs before- and after-school childcare on site.
- The school provides nursery classes in the mornings and afternoons for children from the age of two.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- During the inspection, we focused in particular on the following subjects: reading, mathematics, geography and PSHE. In these subjects, we visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way the subjects were taught. We also looked at other subjects in less detail to check how they were organised and taught.
- We examined external performance data about the school and looked at school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school's website was also checked.
- We asked pupils, staff, leaders and governors about safeguarding arrangements. We examined the record of employment checks on school staff and looked at

other school records. We also found out about safety procedures and routines at the school.

- We watched pupils' behaviour in class and at other times during the day.
- During the inspection, we had formal meetings with the headteacher, subject leaders, governors, teachers and pupils. We also talked informally with pupils, staff and parents to gather general information about school life. One of us spoke to an education adviser.
- By the end of the inspection, there were 55 recent responses to Ofsted's online questionnaire, Parent View, and 24 free-text comments. We considered these and looked at the responses to Ofsted's online questionnaires for staff and pupils.

Inspection team

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