

Inspection of an outstanding school: William Reynolds Primary School

Westbourne, Woodside, Telford, Shropshire TF7 5QW

Inspection dates:

19 and 20 September 2023

Outcome

William Reynolds Primary School continues to be an outstanding school.

What is it like to attend this school?

Pupils, staff, parents and carers are rightly proud to belong to the William Reynolds school community. They share a belief that everyone succeeds when everyone cares for each other. This underpins the many ways the school works well with parents and supports the local community.

The behaviour of pupils is exceptional. They move around the school sensibly and are polite and respectful. They sit and chat with each other in the calm dining hall and play well together on the playgrounds. Children learn these behaviours from the moment they join the school. Staff use the same language and visual signals across the school; this makes it easier for pupils to understand and meet these high expectations.

Pupils are keen to learn. They pay close attention to staff and give their all to learning activities. They help each other learn through the high-quality partner talk that starts in early years. Pupils learn and achieve very well.

The school offers many wider experiences for pupils. Pupils' learning about the Romans was enhanced by a museum visit. Other pupils visited the local mosque as part of learning about different faiths. Pupils broaden their skills through clubs, including sewing and the 'Lego league'.

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

The school's curriculum is designed to a consistently high standard and ensures that pupils' learning is thoughtfully mapped from Nursery to Year 6. There is a shared ambition for all pupils to be successful in the future. The impressive outcomes achieved by pupils mean that they are ready to realise this ambition when they move on to secondary school.

Teachers use their strong subject knowledge and well-chosen resources to help pupils learn well. Because of the shared approaches to learning used from early years onwards,

pupils quickly grasp what is required of the learning activities. They are motivated to learn as much as they can. They take pride in making sure that their 'chance to shine' tasks reflect how much they have learned. Any misunderstandings or gaps in pupils' learning are identified and dealt with quickly. In all lessons, there is an emphasis on the importance of learning and using new vocabulary; this is why many pupils talk with confidence about their learning and wider issues.

There are endless opportunities for children in Nursery to develop their language. Adults use language effectively to encourage talk and the use of key vocabulary. Child-led learning activities are well matched to the learning aims and current theme. For example, children were making mini-books, building castles and growing seeds because they are learning about fairy stories. Children follow instructions immediately and interact well with each other.

There is a high value placed on reading. A carefully planned strategy ensures that time is given to the learning and development of reading from Nursery to the end of Year 6. The school has invested time and resources into making sure that staff in all phases are expert in teaching reading. Appropriate intervention is in place to support any pupils in all year groups who are not yet confident, fluent readers. Pupils of all ages talk positively about reading; for example, Year 4 pupils were excited by their recent trip to the local library.

The needs of any pupil with special educational needs and/or disabilities (SEND) are quickly identified. Teachers use a range of strategies to ensure that each child receives the specific support they need to be successful in their learning. Whatever their starting points, pupils are supported very well in reaching the same learning goals as their classmates. There is a highly inclusive culture at the school. Bespoke provision, such as the nurture group, help those pupils who may need additional support.

Pupils learn about the importance of respect for everyone, including themselves, through the school's rainbow values. They also see this modelled by staff. Pupils appreciate the way they are asked their thoughts and opinions about how the school is run. This has resulted in pupils who want to make a difference. The 'well-being champions' play an important role in helping pupils to look after themselves and each other. The school council has worked hard to improve the local area, including establishing a community library. Pupils learn how to stay safe and healthy, from cleaning their teeth to staying safe online.

Parents speak highly of this deeply caring school and how it supports them as well as their children. Governors carefully check that the school is meeting its responsibilities and support leaders in making the school's vision a reality. The school's success can be measured in so much more than its excellent academic outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in July 2017.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	123433
Local authority	Telford & Wrekin
Inspection number	10290554
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	434
Appropriate authority	The governing body
Chair of governing body	Jane Tranter
Headteacher	Julie Marriott
Website	www.williamreynoldsprimary.org
Dates of previous inspection	4 and 5 July 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the previous inspection.
- The school makes part-time use of one registered and one unregistered alternative provider for a very small number of pupils.
- The school provides before- and after-school care on site.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, senior and middle leaders, governors, and representatives from the local authority and an external school improvement service.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at

samples of pupils' work. The inspector listened to pupils read to a familiar adult and visited other lessons, including those in early years.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's staff and pupil surveys. They considered the responses to Ofsted Parent View, including comments submitted via the free-text facility. The inspector also spoke to some parents in person.

Inspection team

Nicola Beech, lead inspector

His Majesty's Inspector

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