

# Foley Park Primary School and Nursery

## Inspection report

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<b>Unique reference number</b>	135049
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	381788
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Jo Curd

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	233
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diana Edwards
<b>Headteacher</b>	Kathryn Sugars
<b>Date of previous school inspection</b>	16 June 2009
<b>School address</b>	Northumberland Avenue Kidderminster DY11 7AW
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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	6–7 March 2012
<b>Inspection number</b>	381788



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## Introduction

Inspection team

Jo Curd

Additional inspector

David Westall

Additional inspector

This inspection was carried out with two days' notice. Fifteen lessons were observed, nine teachers seen and discussions were held with parents and carers, groups of pupils, a member of the governing body, the local authority improvement adviser and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at pupils' books, assessments of attainment and progress, lesson plans, documents relating to safeguarding and 98 questionnaires from pupils, 23 from staff and 92 from parents and carers.

## Information about the school

The school is slightly smaller than most primary schools. The vast majority of pupils are of White British heritage. The proportion known to be eligible for free school meals is well-above average. The proportion of pupils with disabilities and those with special educational needs, including those with statements of special educational needs, is higher than that in most schools, especially in some year groups. Most of the additional needs are for speech, language and communication or moderate learning difficulties. Some pupils also have behavioural needs. The school has a nurture class for the most vulnerable pupils. The proportion of pupils who start at the school after the beginning of the Early Years Foundation Stage or leave before the end of Year 6 is higher than in most schools. Children in the Nursery can stay for lunch. Parents and carers can purchase additional hours for sessions where there are spaces. The school runs a breakfast club, managed by the governing body, from 7.45 am each day. The current English coordinator took up this role in September 2011 and the mathematics coordinator in January 2012. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school. Recent changes in staff and renovations to the building have proved time-consuming and challenging. These events have detracted from other developments but they have been implemented successfully and the school is now in a better position to improve. This is a caring and highly inclusive school. Overall effectiveness is not good because the quality of teaching and pupils' rate of progress are satisfactory rather than consistently good, particularly in mathematics and reading. Although there are early signs of improvement, leaders' monitoring and evaluation of provision, including teaching, is not sufficiently frequent to ensure that improvements are always consistent and maintained in all classes.
- From very low starting points, all groups of pupils make satisfactory progress. Below-average attainment at the end of Year 6 is rising. Progress in writing is good and attainment is in line with the national average. Progress in reading and mathematics varies but is satisfactory overall. The use of phonics (learning sounds and letters) is not fully consistent.
- Teaching varies considerably between classes, but much is good. Activities are often interesting, imaginative and varied to meet pupils' needs. Introductions to lessons are sometimes too long and more-able pupils are not always challenged sufficiently.
- Most children are polite and considerate. Challenging behaviour is managed well. The school is generally calm and orderly. Relationships are good and pupils feel safe. Some pupils become restless and lose concentration and motivation when lessons start too slowly.
- Leaders and managers manage performance satisfactorily with improvements to attainment, attendance and the environment. Assessments of achievement are detailed, rigorous and used increasingly well to improve teaching. Some leaders are recently appointed and are not yet having sufficient impact on managing

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their subjects.

- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Improve the quality of teaching to good or better by July 2012, so that progress, especially in mathematics, is consistently good, by ensuring that:
  - introductions to lessons are always interesting, support progress and allow pupils sufficient time for using initiative in learning
  - activities are well matched to all pupils' needs
  - pupils who learn quickly are consistently well challenged.
- Increase pupils' rate of progress in reading by embedding an effective, systematic approach to phonics throughout the school.
- Ensure that leaders and managers monitor and evaluate provision, including teaching, more frequently to ensure that initiatives and developments are implemented consistently and maintained over time.

**Main report****Achievement of pupils**

School assessments, verified by external moderators, show that children start in the Early Years Foundation Stage with much lower levels of knowledge, skills and experience than expected for this age. Due to sound provision, children of all groups make steady progress in the Early Years Foundation Stage, but their skills and understanding remain considerably below expectations by the time they leave Reception. The balance of adult-led and child-chosen activities, use of space and range of resources in the Early Years Foundation Stage are all positive even though teaching is not always sufficiently varied to meet children's needs.

From Years 1 to 6, progress of all groups is inconsistent, and varies between classes according to the quality of teaching, but is satisfactory overall. Attainment is rising because there are pockets of good progress, but these are not sufficiently consistent across classes or between subjects. Leaders have developed the curriculum and put a strong emphasis on the promotion of writing. Progress in this is good and attainment in this skill has risen to be average. For example, pupils in a Year 2 class made good progress because they were well motivated to create stories using 'wow' words. Standards in reading are two terms behind the national average by Year 2 and remain so by Year 6. The school's selected approach to phonics has benefits, but it is not embedded consistently. Pupils make good progress in some phonics groups because teachers successfully build on pupils' prior knowledge and understanding, while others spend too long going over what pupils already know. Nevertheless,

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attainment in English, overall, is rising because of pupils' standards in writing, but is below average, overall. Although attainment in mathematics is generally rising, some fluctuations in progress remain. Nevertheless, pupils have particularly low starting points in the subject and, for example, in 2010, attainment in mathematics was in line with the national average. This demonstrated good progress, especially for boys and pupils known to be eligible for free school meals – narrowing the gap to nationally expected progress levels from the low starting points of these groups.

The progress of disabled pupils and those with special educational needs is satisfactory because these pupils benefit from small intervention groups and skilful teaching assistants. More-able pupils make satisfactory progress because activities are often open-ended and there are some good opportunities to write at length. Topics are sometimes stimulating, but challenge is not fully consistent. Pupils who join the school after the Reception class settle quickly because pupils are friendly and relationships are good. Their progress is in line with other pupils in the same classes. There are differences between the achievement of boys and girls across subjects and in different years. However, cohorts vary in ability and there are no significant trends over time.

Parents, carers and pupils are generally happy with the progress their children are making. A few expressed concerns about challenge to the more able. Inspectors agree with this reservation and consider progress is not yet consistently good.

### **Quality of teaching**

Teaching varies across the school and is satisfactory overall. Strengths include good deployment of well-trained teaching assistants in intervention groups and in activities in whole classes. Teachers often lead interesting activities with imaginative cross-curricular links. Effective guidance for pupils' learning includes helpful marking and some good opportunities for extended writing. The school's planned, creative curriculum involving imaginative topics promotes pupils' spiritual, moral, social and cultural development effectively – along with their writing – in some lessons, but these strengths are not consistent enough.

Whole-class introductions are sometimes too long, work is not always sufficiently well matched to individual needs and those who learn more quickly are not always challenged sufficiently. For example, progress was not above satisfactory in a Key Stage 1 mathematics lesson on number sequences and place value because too long was spent on a whole-class introduction which was not sufficiently varied to meet the needs of all pupils. While many opportunities for learning in the Early Years Foundation Stage are positive, teaching overall is satisfactory. For example, a whole-class phonics session went over sounds which some children knew well but were too complex for others.

Nevertheless, there is much good practice in the school showing considerable expertise to build upon. For example, as part of an effective cross curricular topic on the Galapagos Islands, pupils in Year 4 were motivated by helping to set up their

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classroom as a ship with a mast, rigging and lifeboat. During the inspection, they were observed writing letters to island leaders protesting about a plan to turn an island into a theme park. One of them was indignant that, 'The birds that are nesting will be scared away.' Disabled pupils and those who have special educational needs successfully developed their language and writing skills making posters and creating banners of protest. Higher-attaining pupils wrote at length explaining why they liked the island as it was. They also made good progress in mathematics through working out the perimeter and area of the ship and plotting coordinates on the island.

**Behaviour and safety of pupils**

Observations, questionnaires, discussions and school records indicate that behaviour over time is satisfactory and that the school is usually calm and orderly. Pupils say that behaviour is generally good, although they recognise that some behaviour is occasionally volatile. They report that they feel safe and well cared for. Relationships are good and pupils know that adults are there to support them. This is particularly helpful to pupils who start at the school after the Reception Year. They settle quickly and soon become part of the school community. As one parent, reflecting the views of many, said, 'Before we moved our children to this school my youngest did not like going. Since being at this school they have supported and helped her so much she is very happy to be at school.' The safe and stimulating breakfast club provides effective extended care for those who use it.

Attendance has risen to above the national average. Bullying of any kind, including cyber bullying and derogatory comments, is rare and inappropriate behaviour is not usually channelled at any particular individual. Behaviour management is good. An older boy with challenging behaviour was managed very effectively in one lesson when he was spoken to quietly and calmly by a teaching assistant who stayed unobtrusively beside him for a while so that the lesson could continue with minimal interruption. The number of fixed-term exclusions is reducing. Parents and carers accept that some pupils have challenging behaviour and that this, occasionally, can be volatile in and out of lessons. They think that behaviour is often good and that which is more challenging is generally managed well. Inspectors saw much good behaviour, but also found the inconsistencies observed by parents, carers and pupils.

Whole-school assemblies are highly positive spiritual and social occasions. Pupils develop shared values and consider what is important in their own lives as well as that of the whole school. Special events such as 'film nights', where full-length feature films are shown, provide positive, shared experiences which pupils hugely enjoy. These positive opportunities ensure the school's effective promotion of pupils' spiritual, moral, social and cultural development. Pupils are very clear about what is right and wrong and contribute well to the school community.

**Leadership and management**

Most parents and carers are positive about leaders and managers. The majority say they would recommend the school to others. Leaders know the school well and use

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their accurate self-evaluation purposefully to guide and drive improvements. Sustained improvement since the previous inspection is shown by above-average attendance, fewer exclusions, better attainment in writing, a much improved school environment and the accuracy of assessment. Assessment is used increasingly well to track progress and refine teaching but is not used well enough in some teaching in adapting work for all abilities. Staffing is stable and morale is good. In general, leaders' track record of improving and developing the school indicates its satisfactory capacity for further improvement.

The creative topic-based curriculum is successfully promoting most aspects of pupils' spiritual, moral, social and cultural development as well as enjoyment and good progress in writing. Leaders have renovated parts of the building, including installing a canopy in the Early Years Foundation Stage, enabling the children to spend more time outside. Imaginative and effective use of space is being made, particularly to facilitate intervention groups for disabled pupils and those who have special educational needs. Arrangements for safeguarding meet requirements as policies and procedures are in place and training is up to date.

Leaders monitor and evaluate teaching rigorously with a strong focus on progress made by pupils. There is evidence of better progress in some classes, but it is not yet sufficiently consistent to ensure that progress is good overall. Although helpful to progress and teaching quality, monitoring is not sufficiently frequent to ensure that improvements are always consistent and maintained. For example, a cohesive approach to teaching phonics was introduced in Key Stages 1 and 2. The process is followed daily, but is not always fully systematic or consistent.

Leaders' actions to promote equal opportunities and combat discrimination are satisfactory. Some gaps, such as those in the attainment of pupils known to be eligible for free school meals in mathematics, are narrowing, but progress for many pupils is not consistently good.

Members of the governing body have an increasingly accurate understanding of the school. Particularly as they are now visiting the school more regularly and observing lessons. They are supportive and increasingly challenging, but are at relatively early stages in developing their expertise in this respect.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 March 2012

Dear Pupils

**Inspection of Foley Park Primary School and Nursery, Kidderminster, DY11 7AW**

Thank you for being so friendly and helpful when we visited your school recently. All the things you told us really helped us in our work.

You told us that you are positive about your school and you like learning when it is fun and special events. The film night looked very good fun.

We heard from you that you feel safe and enjoy school. We recognise that some of you find it difficult to behave well all day and we saw that your teachers and helpers manage behaviour well. You make good progress in your writing – well done. We also found that introductions to the learning you are going to do in lessons are sometimes a bit too long and that some of you become restless and lose interest. We have asked your teachers to make sure that these introductions are helpful to you all and that you have plenty of time for activities in lessons.

We want you to make better progress in your learning and we have also asked that activities are always suitable for each one of you and provide enough challenge, especially for those of you who learn quickly and easily. Your progress in reading is satisfactory, but the teaching, and your learning, of the sounds which letters make are not yet as good as they could be.

School leaders know your school well and are aware of its strengths and aspects which need to be better. They have made some improvements including helping those who did not attend regularly to do so. Assessment of your progress is more accurate and there are improvements to the building. However, we want them to check lessons more often to make sure that the best teaching and learning happen in every class and are kept up over time.

You can all help by continuing to attend well, by concentrating, working hard and telling your teachers when activities are just the right level for you, or if you think you could do something more difficult.

Yours sincerely

Jo Curd  
Lead inspector

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