

Wylde Green Primary School

Inspection report

Unique Reference Number	103349
Local Authority	Birmingham
Inspection number	355365
Inspection dates	19–20 October 2010
Reporting inspector	David Shears

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Sharon Wells
Headteacher	Peter Barnett
Date of previous school inspection	17 June 2008
School address	Green Lanes Sutton Coldfield B73 5JL
Telephone number	0121 3732691
Fax number	0121 3820950
Email address	enquiry@wyldegrn.bham.sch.uk

Age group	4–11
Inspection dates	19–20 October 2010
Inspection number	355365

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons, observed 14 teachers, and held meetings with some members of the governing body, staff and groups of pupils. They observed the school's work and looked at policies, planning documentation, assessment data and pupils' work. They analysed the questionnaires returned by 135 parents and carers and 119 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How effective is the teaching of mathematics in securing good progress for all groups of pupils?
- How well is the curriculum focused on the development of skills, to help pupils make good progress?
- How effectively do leaders and managers at all levels, identify, monitor and evaluate specific areas of the school's development to ensure better progress by pupils?
- How accurate are assessments in the Early Years Foundation Stage and how effectively are they used to help children to make good progress?

Information about the school

Wylde Green is a larger than average primary school. The majority of pupils are of White British origin, with a few who are mostly of Asian, Black or Mixed heritage. The proportion of pupils who have special educational needs and/or disabilities is lower than the national average; their needs are mostly moderate learning difficulties. A very small minority of pupils speak English as an additional language. Breakfast and after-school clubs are available for pupils at the school, although these are not managed by the governing body and are inspected and reported on separately. The school has achieved Healthy Schools status.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wylde Green Primary is a good school. Pupils make good progress in the Early Years Foundation Stage and in Key Stage 1. As a result, attainment at the end of Year 2 has been significantly above average in English with mathematics being above average for the last three years. In Key Stage 2 pupils' progress is good but is better in English than mathematics. Attainment at the end of Year 6 is showing a trend of improvement in both English and mathematics. The school has rightly judged that more-able pupils make good progress in mathematics, successfully addressing an issue from the previous inspection, while pupils of lower ability make satisfactory progress. This is because they are not well supported and challenged to reach their potential.

The school has successfully focused on improving pupils' reading skills. Staff asked for parental opinions about the quality of the books sent home. As a result, new books have been purchased with the interests of all pupils in mind. A subsequent survey clearly shows that pupils are enjoying reading much more. There has been a good focus on the improvement of the Early Years Foundation Stage and as a result the quality of this provision is now good. The impact of these initiatives based on effective self-evaluation, demonstrate the school's good capacity to improve. Subject leaders are enthusiastic and knowledgeable. They know the strengths and areas for development in their subject areas and can identify what needs to be done to make improvements. However, they do not always moderate teachers' assessments of pupils' work at the end of each term to ensure accuracy.

The effective teaching results in pupils' good progress. Teachers plan interesting lessons that stimulate pupils' interests and engage them well. Relationships between staff and pupils are strong and consequently pupils behave well in lessons and have good attitudes towards their learning. All lessons have clear objectives for learning successfully helping pupils know what to aim for in each lesson. Marking of pupils' English work is very clear, giving pupils praise, where appropriate, and helping them to understand what they need to do to improve. Marking in mathematics is regularly completed, but does not consistently identify the next steps pupils should take in their learning.

Assessment is used well to plan lessons which are matched to pupils' abilities and teaching quickly assesses pupil progress in lessons to change activities to meet the needs of pupils. However, assessments at the end of each term are not always accurate enough, particularly in Key Stage 2, making it difficult for the school to demonstrate how well pupils are achieving.

The governing body has a good knowledge of the school's strengths. However, it lacks the ability to challenge the school effectively as it does not have a detailed understanding of the issues which affect achievement throughout the school. Relationships with parents are

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

positive but the governing body is aware that its presence within school and its accessibility to parents are limited.

What does the school need to do to improve further?

- Raise attainment at Key Stage 2, particularly in mathematics by:
 - ensuring that lower ability pupils are given effective support and challenge so that they consistently make good progress
 - improving the marking of mathematics work so that it consistently helps pupils to understand the next steps in their learning.
- Improve the effectiveness of leaders and managers by:
 - strengthening the role of subject leaders to include the moderation of teachers' end of term assessments
 - developing the role of the governing body in holding the school to account and in being easily accessible to parents.

Outcomes for individuals and groups of pupils

2

Children start school with standards that are broadly in line with the expectations for their age, with relative weakness in aspects of communication, language and literacy. They make good progress through the school. Historically, pupils left the school in Year 6 with average attainment. However, attainment is showing rapid improvement with provisional Key Stage 2 test results in 2010 indicating that it is now significantly above average overall. The school's current data shows that attainment of Year 6 pupils is on track to be comparable with results achieved in 2010.

There is no major difference between the progress of different groups of pupils and overall they achieve well. The rates of progress of girls and boys are similar and there is no marked difference between the progress of pupils who speak English as an additional language or minority ethnic pupils. For example, in lessons seen, both boys and girls made good progress in their learning when teachers posed challenging questions, which extended their thinking. Pupils with special educational needs and/or disabilities make good progress in relation to their starting points. For example, in a history lesson, pupils were well supported by a teaching assistant and consequently made good progress. More-able pupils make good progress throughout the school, as do lower-ability pupils in English. However, the lower-ability pupils make slower progress in mathematics, particularly in Key Stage 2.

Pupils say they enjoy school, feel safe there and that most pupils behave well both in classrooms and in the playground. Attendance is above average and there are good procedures in place to follow up any issues. Pupils are confident that any concerns they have are successfully dealt with by all staff. Pupils know how to keep themselves safe both in and out of school and they have a good knowledge of internet safety. They have a good understanding of what constitutes a healthy lifestyle including eating sensibly and taking exercise. This is encouraged by the school through the award of a weekly 'healthy cup'. Pupils make a good contribution to the school community. For example, the younger pupils have a buddy from Year 6 to help them. Some pupils act as play leaders, wearing distinctive caps so others can identify them if they need any help at break-times. Pupils'

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

contributions extend out of school, both locally and further afield. For example, their donations of food are given to local elderly people at harvest time and they also send Christmas presents in shoeboxes to children abroad who would otherwise get very little. They have a good understanding of other cultures and noticeably get on well with each other, having a sense of common values. Their good spiritual development is enhanced through assemblies taken by a local vicar.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Pupils speak highly of the school, saying how much they enjoy lessons. This is because teachers plan interesting, practical activities to promote good learning. For example, in one lesson seen pupils measured the playground to calculate its area. They talked together, supporting and challenging each other to find the best way to solve the problem. Teaching assistants work well with pupils and give effective support when needed. In another lesson, pupils used sweets to investigate whether there would be more of one particular colour in every pack. They set to work with enthusiasm, learning about tally charts and block graphs in a fun way. Teachers are keen and enjoy teaching, but at times their explanations are too long, which limits the time available for pupils to work independently.

Special weeks concentrating on particular subjects such as history or science enhance the curriculum. There are plans to extend the links between subjects, particularly to create

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

more opportunities for writing, and to enhance the provision for gifted and talented pupils through focusing on thinking skills. Information and communication technology is used exceptionally well to aid teaching and as a learning resource. There is a wide range of well attended, extra-curricular clubs for pupils to extend their learning, including one for knitting and a Frisbee club.

Pupils receive a good level of care, guidance and support. Pupils whose circumstances make them vulnerable are well supported by the learning mentor, who makes herself available for pupils at playtimes if they have any worries. There are individual examples of pupils who have been successful in overcoming significant barriers to their learning. Support for individual pupils and targeted groups ensure that pupils at risk of falling behind are given extra help. Many outside agencies provide specialist advice to enhance the provision in the school, including educational psychologists, social services and the school nurse. There are good transition arrangements both when children start at the school and when they move on to their secondary education, and effective links with the providers of care for pupils before and after school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have a clear understanding of the strengths of the school and know what needs to be done to improve. A clear development plan shows appropriate priorities and how these are to be achieved. Senior leaders monitor the actions taken to address the priorities through a range of methods, including observing teaching and looking at pupils' books. Leaders are having a good overall impact and show that they embed ambition and drive improvement well. The effectiveness of the governing body is satisfactory and improving because governors are keen to develop their role and are becoming more involved in the life of the school.

The school has good links with parents, seeking their views in a range of areas, and providing information through a termly newsletter on a DVD. Parents are encouraged to support their children and during the inspection a group of parents worked effectively with their children on mathematical challenges. This was very well attended and there was a positive atmosphere of enjoyment, with both parents and children valuing time to learn together in completing homework.

Good partnerships with external agencies help support achievement and pupils personal development. Links with the local church successfully promote pupils' spiritual well-being and good links with nurseries ensure that children receive sound guidance as they prepare to start school.

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

The promotion of equal opportunities is good because the school's careful tracking of pupils' achievements ensures that their progress is improving and there are no significant gaps between different groups of pupils. Where there are variations in performance such as the lower-attaining pupils in mathematics, these have been identified and measures put in place to address them.

Safeguarding is good and effective procedures are in place to ensure that all pupils are kept safe in school and on school trips. Staff are regularly trained in child protection procedures to ensure they are up-to-date with current good practice. All statutory requirements are met.

The school has a planned approach to promoting community cohesion, resulting in pupils having a good understanding of other faiths and cultures. A partnership with another school in Birmingham, where pupils have a different range of ethnic backgrounds, enables pupils to widen their understanding of other cultures. They have already worked productively together to make a film. There are strong international links including one with a Romanian school. The school has plans to develop pupils' understanding of other faiths and cultures found in Britain.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children have a very positive start to their school life because relationships between staff and parents are good, and teachers ensure that the children feel safe and secure in their new surroundings. Children receive good teaching in the Early Years Foundation Stage and make good progress so that by the time they move into Year 1 they are securely meeting the Early Learning Goals in all areas, including writing. There is a lot of praise and encouragement for pupils, and ongoing assessment is used well to plan activities that help them improve. A good balance of teacher-led and child-initiated activities ensures that

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

children become increasingly independent. The curriculum is varied and interesting, engaging children well. The Early Years Foundation Stage is effectively managed, with staff working together as a team. Learning journals are being established and the school has identified the need to develop these further. Much work has been put into improving the outdoor area. However, further development is needed to ensure that it stimulates and motivates children by providing a wider range of activities in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire were positive in their views about the school. All agreed that the school kept the children safe and almost all said that their children enjoyed school. A few parents and carers felt that the school did not take account of their suggestions. Inspectors found that the school had made changes as a result of parental opinions. For example, following a survey showing that 42% of parents had concerns about the lack of drugs education the school made improvements, resulting in the percentage of parents who shared this concern dropping to 2%. A few parents and carers were concerned about the management of behaviour. While inspectors noted that a few pupils found good behaviour a challenge, it was managed well. A few parents felt that their child's needs were not being met. Inspectors found that the provision for pupils was good overall and the school is working to ensure that less able pupils in mathematics are receiving more effective support and challenge.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wylde Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 135 completed questionnaires by the end of the on-site inspection. In total, there are 405 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	50	64	47	3	2	0	0
The school keeps my child safe	71	53	64	47	0	0	0	0
My school informs me about my child's progress	42	31	82	61	7	5	2	1
My child is making enough progress at this school	47	35	73	54	9	7	2	1
The teaching is good at this school	43	32	82	61	6	4	0	0
The school helps me to support my child's learning	56	41	73	54	4	3	1	1
The school helps my child to have a healthy lifestyle	40	30	77	57	12	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	26	76	56	9	7	0	0
The school meets my child's particular needs	34	25	87	64	12	9	1	1
The school deals effectively with unacceptable behaviour	29	21	77	57	16	12	4	3
The school takes account of my suggestions and concerns	28	21	76	56	18	13	2	1
The school is led and managed effectively	38	28	85	63	7	5	2	1
Overall, I am happy with my child's experience at this school	48	36	79	59	7	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



21 October 2010

Dear Pupils

Inspection of Wylde Green Primary School, Sutton Coldfield, B73 5JL

Thank you for your warm welcome when we visited your school recently. We really enjoyed meeting you and finding out about your good school.

You told us that you enjoy school because all the lessons are interesting and help you learn. You told us how much you liked using the computers and having the opportunity to use the interactive whiteboards to learn. You also said that you felt safe in school because the teachers take good care of you. We agree with all your thoughts and were very impressed with your good behaviour. We particularly liked the way you worked and played well together, helping each other in lessons and on the playground.

We have asked your school to make sure that those of you who find mathematics hard are helped to make good progress. We want all pupils to know whether they have been successful in lessons, and for teachers to let you know the next steps in your learning when they mark your numeracy books. We know that you like your lessons but we have asked your teachers to give you enough time to show your understanding through your independent work. You can all help your teachers by always doing your best, and letting them know if you are finding the work too easy or too difficult.

We have asked the subject leaders to make sure that they check how well you are doing by checking that your end of term assessments are always accurate. We have also suggested some ways for the governing body to become more involved in the school's work.

Thank you again for a lovely two days. We wish you all the very best for your future.

Yours sincerely

David Shears

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.