

# Graiseley Primary School

## Inspection report

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<b>Unique Reference Number</b>	104302
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	355557
<b>Inspection dates</b>	9–10 May 2011
<b>Reporting inspector</b>	Andrew Saunders

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>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elias Mattu
<b>Headteacher</b>	Patricia Bull
<b>Date of previous school inspection</b>	20 May 2008
<b>School address</b>	Pool Street Graiseley Hill, Wolverhampton WV2 4NE
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons taught by eight teachers. They held meetings with senior leaders, groups of pupils, staff and members of the governing body, and spoke to pupils, and parents and carers. They looked at pupils' work, the school's tracking of pupils' progress, school policies and procedures, and records of school leaders' monitoring of teaching and learning. They also reviewed minutes from meetings, the school development plan and the questionnaires received from 84 parents and carers, as well as responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective has the school been in raising attainment, particularly in writing at Key Stage 1 and at Key Stage 2?
- How consistent and successful are the school's strategies to improve teaching and ensure that pupils make the progress they should?
- Consider the impact of strategies to improve attendance, particularly for those whose attendance has been notably low.
- Evaluate the development of leadership at all levels, to bring about further improvements and increase progress, and the effectiveness of the governing body in ensuring this happens.

## Information about the school

This is a smaller than average size primary school. The proportion of pupils known to be eligible for free school meals is above average. The very large majority of pupils come from a range of minority ethnic backgrounds, with the largest group being of Asian British Indian heritage. Other groups include those from White British, Asian British Pakistani and Black British Caribbean heritages. The proportion of pupils who speak English as an additional language is above average and a few of these pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. These pupils have a broad spectrum of needs. The school has a higher proportion than usual of pupils who join or leave the school at other than the expected times. Some of these pupils only attend the school for a short period. The Early Years Foundation Stage comprises a nursery class which is open in the mornings and a Reception class. Other classes, of mixed year groups are adjusted each year to take account of the number of pupils. The school has not had a full-time headteacher since September 2009. An associate headteacher has been seconded from another school and has been overseeing the school for two and a half days per week. This arrangement is due to end in July 2011. From September 2010 until January 2011, the school did not have a deputy headteacher in post. Currently a full-time deputy headteacher has been seconded from another school, until July 2011.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to governance, the policies and procedures for the safeguarding of pupils, and the attendance of pupils.

Since the last inspection, there have been considerable changes in the leadership of the school. The associate headteacher, and very recently the senior leadership team, have focused on reducing the deficit in the budget, implementing new systems to track the progress of pupils and improving the quality of teaching. While there is evidence of improvement, this has been constrained by the lack of time the headteacher has available in the school, and by uncertainty over the future leadership of the school.

Members of the governing body have not met their statutory obligations to ensure that policies and procedures for the safeguarding of children meet government requirements at each key stage; these have not been regularly reviewed and updated.

The school has worked with other partners to make pupils and parents aware of the importance of regular attendance, and there has been a strong improvement in overall attendance in the last three years. Despite this, attendance remains low and a high proportion of pupils are persistently absent.

Attainment at the end of Key Stage 1 has been rising steadily and is now slightly above average in reading and mathematics; writing has been slower to improve.

By the time pupils leave the school, they have made at least satisfactory progress from their starting points, with attainment which is broadly average, although this has been variable. Pupils' achievement is satisfactory overall. This means that the school provides an acceptable standard of education.

The new tracking systems are helping teachers to know which pupils need additional support or challenge but these are not consistently used across the school.

Teaching is increasingly well planned, but learning is too often closely directed by the teacher and pupils do not develop their independence as learners. The role of subject leaders in leading improvements is developing but is at an early stage and not fully effective.

Pupils with special educational needs and/or disabilities are supported by a range of strategies, some of which have been introduced recently. The impact of these strategies on pupils' progress is not fully evident in the school's performance data. Parents expressed

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their appreciation for the help their children receive; in the words of one parent, 'My child's particular needs have been met and he has been helped a great deal.'

Pupils from widely varied backgrounds relate well to each other and their behaviour is good. Those facing challenges in their lives are well supported, for example through the nurture group, which provides them with a place to talk about their concerns and develop strategies to cope.

While much of the school's provision for the care, guidance and support for pupils is good, it is inadequate overall because of weaknesses in the schools policies and procedures for safeguarding pupils.

The associate headteacher has an accurate picture of the school and demonstrates the capacity to bring about improvements but there is no evidence that this capacity is embedded within the wider governance and management of the school.

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

- Ensure that members of the governing body meet all their statutory obligations by September 2011, particularly that:
  - the requirements for policies and procedures for the safeguarding of children are fully met, and that these are regularly reviewed and implemented
  - appropriate risk assessments are carried out and regularly reviewed.
- Raise attainment further, particularly in Key Stage 2 and in writing by:
  - ensuring there is consistent use of the new systems to assess and track pupils' progress, to more closely match work to the needs of pupils
  - helping pupils to understand what they need to do next and increasing their independence
  - developing the role of subject leaders to take responsibility for identifying and implementing strategies for improvement and evaluating the success of these.
- Increase attendance overall, and reduce the proportion of pupils who are persistently absent by:
  - developing further schemes to encourage and reward regular attendance
  - demonstrating to parents and carers the importance of regular attendance by publicising examples where pupils with good attendance achieve well.

## Outcomes for individuals and groups of pupils

**3**

When they join the school, pupils' emotional and language development are particularly underdeveloped. In the Early Years Foundation Stage, pupils were seen to make good progress and most pupils have developed skills and knowledge which are broadly similar to those expected for their age by the time they join Year 1. This progress continues during Key Stage 1, but is more variable during Key Stage 2. During almost all lessons seen, pupils from all groups made at least satisfactory progress. Pupils benefitted from the opportunity to comment on each other's research. On occasions, teachers spend too much time explaining tasks or asking poorly focused questions, so pupils are not able to develop their own thinking and do not have enough time to make progress in their work. Pupils

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learning English as an additional language, including those at the very early stages of learning English, are supported satisfactorily by specifically trained teaching assistants. The pupils themselves help new pupils to settle in quickly which helps them make good progress. Systems to identify those with special educational needs and/or disabilities have been recently improved. An appropriate range of strategies are in place to support these pupils; as a result they make satisfactory progress. Pupils who are known to be eligible for free school meals make similar progress to their peers.

Behaviour is good; pupils from widely different backgrounds get along well and are cooperative in lessons. Pupils say they feel safe at school because the environment is secure and they know they can go to an adult if they are worried; they feel their concerns will be resolved. They learn about how to keep themselves safe, for example through visits from fire-fighters, but are not as confident about how to stay safe whilst using the internet. They know what they can do to stay healthy and boys and girls enjoy participating in the physical activities available, including sports clubs and opportunities for dance, such as African dance during Black History week. Pupils enjoy taking on responsibilities, for example as peer mediators who help pupils to resolve disagreements. The spiritual, moral, social and cultural development of pupils is good. They enjoyed working together to plan, organise and implement a theatre evening for parents and carers and other visitors. Pupils have a good understanding of the beliefs of others and readily share their own beliefs and culture. They visit other schools and help other pupils celebrate Diwali. They have regular opportunities to develop their computing skills which supports their work in other subjects. While overall attendance rates remain low, they have improved considerably over the past three years.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Recent strategies to improve teaching are beginning to have an impact; records of monitoring show that the proportion of good teaching is increasing. Training has included opportunities to plan, deliver and evaluate the quality of teaching with colleagues as well as observing good practice. However, there are still too many lessons where teachers do not adapt the explanation or task in response to the assessment of pupils' needs. Work in books shows inconsistencies in teachers' expectations of pupils'. Marking is very variable; a marking policy has been developed, but has yet to be implemented. Comments in books often do not provide enough information so that pupils know what to do to reach the next level of their learning. The curriculum provides pupils with appropriate opportunities to learn about the world around them including topics or focus days such as 'The Apprentice' topic, which pupils enjoyed. Links are developed between different subjects, for example through projects and topics they study, such as 'Islands'. Subject leaders are taking more responsibility for development and progress within their area although it is too early to see the full impact of this work. There are good opportunities for enrichment, including trips and visitors, such as the residential visits to Wales and Hereford. There are also close links with the music school located on site. As a result, all pupils get the chance to play an instrument.

There are mostly good relationships between pupils and staff; the needs of pupils are increasingly well known because new systems to record and evaluate these are becoming

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more effective. Those pupils whose circumstances make them vulnerable or experiencing difficulties in their lives are particularly well supported by dedicated staff. Pupils and parents appreciate the advice available, for example when pupils transfer to secondary school or when they join the school. The school provides a welcoming environment in spacious, attractively decorated buildings. Displays of pupils' work celebrate their learning and demonstrate a wide range of cultural influences. While staff are well trained and know what to do if they are concerned about a pupil, the policies and procedures for the safeguarding of pupils do not meet requirements and have not been updated regularly enough.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

## How effective are leadership and management?

Considering the time available, the associate headteacher has had a significant, positive impact within the school. She has accurately identified the main key issues for improvement. Her actions have ensured that the budget has been securely managed, that some policies have been updated, teaching has begun to improve, and attendance is rising. In lessons, girls and boys make similar progress; the school promotes equality of opportunity and tackles discrimination satisfactorily. The senior leadership team are gradually taking responsibility to ensure that improvements are implemented consistently. However, the drive for improvement is still largely dependent on the headteacher. The shared responsibility for improving teaching is more robust, as shown by the standard format for planning, effective coaching and introduction of new resources. Helpful partnerships enrich the curriculum, with other local schools and organisations, for example in sport, music, theatre and festivals. The diverse experiences of pupils are valued and celebrated. As a result, pupils appreciate each other's differences and any incidents of bullying or racial discrimination are dealt with quickly. Alongside the school's links with other schools nationally, this means that there is satisfactory development of community cohesion. Pupils' grasp of their role within a wider, global community is less well developed, however.

The governing body has had too little impact on the direction and work of the school. It has not ensured that policies and procedures for the safeguarding of pupils meet government requirements; these have not been regularly reviewed and updated. At the time of the inspection, the procedures regarding the appointment of staff and deployment of adults met government requirements. Inadequate governance and the fragile nature of extended leadership within the school mean that the school's capacity to bring about sustained improvement is inadequate.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>4</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

The caring adults and well-established routines help children to settle quickly and to make a good start to their learning. The stimulating environment provides a rich background for children's learning, both indoors and outdoors. When they join the Nursery, children have skills and knowledge which are well below those expected for their age. In particular, a few children are at the very early stages of learning English. All children quickly make up ground, particularly in their development of language and literacy, because there are many interesting activities to do and staff use these opportunities to encourage children's language skills. For example, children enjoyed cutting up vegetables, and talked about making food. By the end of the Reception Year, children have developed skills and knowledge broadly in line with age-related expectations, because of the good teaching they receive. Observation and assessments and their use in planning are satisfactory. These systems are currently being updated so that they can better develop activities which more accurately match the needs of individual children. While there are some policies which have been appropriately developed for the Early Years Foundation Stage, a lack of leadership means that this has not been rigorous, including for safeguarding. The associate headteacher has been overseeing the leadership of this area and has provided satisfactory support to the adults. Adults themselves work well together as a team and with parents and carers to ensure that the children's welfare needs are met and that they develop into independent learners.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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	3

## Views of parents and carers

The percentage of questionnaires received by the inspection team was above average. For all questions, the views of parents and carers were positive, with the very large majority of parents agreeing with the statements. A very small minority of responses disagreed that the school deals effectively with unacceptable behaviour, or that the school takes account of parents' and carers' suggestions. During the inspection, inspectors found that pupils' behaviour was almost always good, and that pupils who occasionally found it difficult to remain within the school's expectations responded well to the strategies used to support them. While there are some ways in which the school seeks the views of parents, leaders are aware that more could be done to involve parents in the school, and are looking at ways of increasing these opportunities. A very few comments raised the issue of bullying. However, the pupils themselves say that any bullying is dealt with quickly and effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Graiseley 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 84 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	56	36	43	1	1	0	0
The school keeps my child safe	48	57	33	39	0	0	3	4
My school informs me about my child's progress	42	50	39	46	2	2	0	0
My child is making enough progress at this school	40	48	37	44	6	7	0	0
The teaching is good at this school	41	49	39	46	0	0	0	0
The school helps me to support my child's learning	43	51	37	44	2	2	1	1
The school helps my child to have a healthy lifestyle	40	48	43	51	1	1	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)	33	39	42	50	4	5	0	0
The school meets my child's particular needs	33	39	46	55	1	1	1	1
The school deals effectively with unacceptable behaviour	28	33	47	56	3	4	5	6
The school takes account of my suggestions and concerns	24	29	47	56	9	11	0	0
The school is led and managed effectively	24	29	50	60	4	5	1	1
Overall, I am happy with my child's experience at this school	45	54	36	43	2	2	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 May 2011

Dear Pupils,

**Inspection of Graiseley Primary School, Wolverhampton, WV2 4NE**

Thank you for making us welcome when we visited your school. We enjoyed seeing the work you are doing and hearing what you think about your school.

You told us that you feel safe and well cared for and that the teachers try to make learning interesting through the topics you work on. We could see that you get along with each other well. The associate headteacher has been working hard to improve teaching and to make sure that you know how important it is to be at school each day. As a result, most of you can be proud of the fact that your attendance is improving, although there are still a few pupils who are not at school regularly enough. These are the things we have asked the governors and staff to do to make improvements:

- make sure that the governing body reviews the policies and procedures in relation to safeguarding
- help you to achieve more by the end of Year 6, by using the information which teachers have about how well you are doing so that the work you are given always meets your needs; by helping you to know what you need to do next so you can improve your work; and by ensuring that the subject leaders identify how your learning could be made even better
- increase attendance further, particularly for those of you who are too often away from school.

You can all help by making sure that you do everything you can to be at school and to work hard, particularly trying to think about how to do things for yourself without relying on the teachers too much. As a result of our visit, we have judged that the school requires a 'notice to improve'. This means that, although your school does some things well and the headteacher knows what still needs to be done, there are weaknesses that need to be sorted out quickly. The staff have been asked to improve these important things.

Above all you should continue to enjoy your learning and we wish you every success.

Yours sincerely

Andrew Saunders  
Lead Inspector

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