

New Invention Junior School

Inspection report

Unique Reference Number	104192
Local Authority	Walsall
Inspection number	377028
Inspection dates	8–9 November 2011
Reporting inspector	Nina Bee

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

Type of school	Junior
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	325
Appropriate authority	The governing body
Chair	Beverley Lloyd
Headteacher	Anne Tyler
Date of previous school inspection	22–23 June 2009
School address	Cannock Road New Invention Willenhall WV12 5SA
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Age group	7–11
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Introduction

This inspection was carried out three additional inspectors. The inspectors observed 23 parts of lessons and 14 teachers. Discussions were held with the headteacher, staff, members of the governing body and a representative from the local authority. The work of the school was observed and inspectors looked at documentation, including that related to safeguarding, school development plans, records of the monitoring of teaching and learning and academic performance data. Responses to questionnaires from 69 parents and carers were analysed along with 17 from staff and 107 from pupils.

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

- Pupils' learning and progress, particularly in mathematics and reading and writing.
- Provision for information and communication technology (ICT) and how effectively pupils' ICT skills are developed and used in other subjects.
- How effectively senior leaders, middle managers and governors monitor provision, particularly in English and mathematics, to improve the quality of teaching and pupils' progress.

Information about the school

This is a large primary school. Most pupils come from White British heritages with the remainder coming from a range of minority ethnic groups. The proportion known to be eligible for free school meals is below average. The proportion of pupils identified as having special educational needs and/or disabilities is below average. An after-school club is provided which is managed by the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

This school provides a satisfactory education for its pupils. The school's leaders and managers have a satisfactory understanding of its strengths and areas for improvement and the school's self-evaluation is generally accurate. There has been a whole-school focus on improving provision in mathematics and staff have had a considerable amount of external input. As a result, teaching and learning are good in most mathematics lessons. Pupils spoke of thoroughly enjoying mathematics lessons because teachers plan exciting lessons that enable them to have fun as they learn. They particularly like singing number songs to help them remember. School data confirm that the Year 6 cohort, in 2011, achieved well in mathematics. However, pupils' overall achievement is no more than satisfactory because in English lessons progress is not so rapid. Weaknesses in the teaching of English, at times, adversely affect the learning of pupils of all abilities, including higher attainers and those with special educational needs and/or disabilities. English is now identified as a whole-school priority.

Teaching is satisfactory overall. Teachers' planning clearly identifies what pupils are expected to have learnt by the end of the lesson and pupils have good opportunities to assess for themselves how well they have done. However, teachers do not always use assessment accurately to plan activities to address the needs and abilities of all pupils. Lessons do not always run at a brisk pace and pupils then have difficulty concentrating and keeping on task. At times, challenging behaviour is not dealt with effectively and this affects the learning of some. There are examples of good marking which informs pupils effectively but marking does not consistently show pupils what they need to do to reach the targets they are given in literacy and numeracy. Senior staff observe lessons and teachers are given advice on what they need to do to improve. However, these recommendations are not always specific enough to enable individuals to improve their teaching techniques and, at times, judgements are overgenerous. The system for tracking pupils' progress has improved and now focuses more effectively on pupils who are not on track to meet their targets. Consequently, school data show that previous underachievement is declining as pupils move through the school.

The governing body has a satisfactory understanding of the work of the school and is keen to make further improvements. It monitors and evaluates the work of the school but its procedures for this are not rigorous enough. At times, too few members of the governing body are engaged with the work of the school.

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Pupils show a good awareness of safety and say they feel safe in school. They speak confidently about the potential hazards that they may come across, such as those on the internet, and they understand road safety. Pupils' knowledge and awareness of the importance of eating a balanced diet and taking regular exercise are good. They understand why some foods are better for them than others and use words such as carbohydrates and vitamins to explain why. Pupils realise that some of their classmates bring packed lunches to school that are not totally healthy. Daily exercise is well promoted in 'wake and shake' exercises and older pupils understand the importance of exercise. A recent monitoring letter confirms that satisfactory progress has been made towards resolving issues raised at the previous inspection. These successes reflect a satisfactory capacity to sustain improvement.

Up to 40% of the 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?

- Significantly improve pupils' reading and writing by ensuring that:
 - teachers use assessment information more effectively to plan lessons so that activities are more accurately matched to the wide range of abilities in each class
 - the pace of lessons is brisk and teachers check pupils' understanding as each lesson progresses
 - challenging behaviour is dealt with consistently and is not allowed to interfere with learning
 - when teachers mark pupils' work, they clearly show them how they can improve and reach their targets in literacy and numeracy.
- Improve the monitoring and evaluating role of the governing body by:
 - ensuring that all of the governing body is fully involved in the work of the school
 - ensuring that policies and procedures are more rigorously reviewed.
- Ensure that senior leaders and middle managers monitor teaching and learning more effectively so that weaknesses, particularly in the teaching of English, are identified and successfully remedied.

Outcomes for individuals and groups of pupils

3

Pupils' attainment by the end of Year 6 is broadly average but higher in mathematics than English. No science lessons were seen but data provided by the school show that almost all pupils reach the expected levels in science, with more than half of them reaching Level 5 by the end of Year 6. Pupils have good opportunities to learn

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in the ICT suite but very few pupils were seen using computers in other subjects. In relation to their starting points, pupils make satisfactory progress in reading and writing and ICT and good progress in mathematics and science. Pupils with special educational needs and/or disabilities make similar progress to their classmates because they are suitably supported in lessons. Pupils enjoy coming to school and their attendance is average. They generally display positive attitudes to learning, particularly in numeracy lessons. For example, in Year 3 classes, pupils enjoyed dressing up as hundreds, tens, units and decimal points. They quickly got the hang of working with two and three digit numbers with decimal points. There was a buzz of activity as they enthusiastically and confidently completed the activities they were given. Relationships between adults and pupils are good and pupils are generally eager to learn from the adults who help them.

Pupils’ contribution to the community is satisfactory. They are aware of others who are less fortunate than they are and raise funds to support different charities. The school council and eco group representatives are proud of their work, such as cleaning up the school community by litter picking and collecting batteries for recycling. Pupils’ behaviour is satisfactory, although not all pupils listen when adults or their classmates are speaking and pupils themselves say that a few pupils do not behave appropriately.

These are the grades for pupils’ outcomes

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

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

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How effective is the provision?

Learning is good when teachers match activities to the needs and abilities of all pupils. Most lessons are soundly planned but teachers do not always check pupils’ understanding and so pupils can sometimes become confused. Although pupils have targets in literacy and numeracy these are not necessarily linked to teachers’ feedback and some pupils are not aware of their own targets. The interactive whiteboards are used effectively and lower-attaining pupils are well supported by teaching assistants who contribute effectively to their learning.

The curriculum is not always planned effectively to meet the needs of all pupils, although curriculum provision for mathematics is better matched to pupils’ needs as shown by their improving progress. Provision for reading and writing and ICT is satisfactory. Activities before and after school are varied and well attended, and many promote the physical education programme. Pupils particularly enjoy physical education lessons and the more practical subjects offered, such as music and science. Visitors who are invited into school and educational visits are well planned to support many subject areas. The learning environment is stimulating and displays are attractive and informative, currently focusing on developing literacy and numeracy.

Transition arrangements to support pupils, particularly those who are vulnerable due to their circumstances, when they enter and leave the school, and the work of the learning mentor are good. The learning mentor is respected well by parents and carers. Satisfactory documentation is kept on vulnerable pupils, behaviour issues and racist incidents. Procedures for monitoring attendance are sound.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, her senior staff and governors are ambitious and committed to improving the education provided by the school. Important systems are now established. These include procedures for tracking pupils’ progress, target setting, pupil progress meetings, intervention programmes to focus on basic literacy and numeracy skills and regular evaluations of teaching. The monitoring of teaching is satisfactory overall but it is not yet rigorous enough to bring about the improvements necessary in English. Governors are aware of their responsibilities and support the

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school satisfactorily. They are beginning to ask more challenging questions about progress and attainment. Policies and procedures are reviewed regularly and at the time of the inspection, all safeguarding documents met government requirements. There are good systems for vetting new staff and ensuring that all staff are suitably trained to guarantee the safety of all pupils. The school makes a satisfactory contribution to community cohesion and as a result pupils generally get on well together as they work and play. There is not much evaluation at present, but the school has sound evidence of its work in this area, both locally and nationally. The school promotes equality of opportunity satisfactorily and tackles discrimination; pupils are treated fairly and with respect.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Most parents and carers who returned questionnaires are happy with the experience their children receive at New Invention. They feel that their children are kept safe at school and the large majority of them said that their children enjoy school. A few parents and carers feel that their children are not making enough progress. Inspection evidence shows that this has been the case, especially in English, although currently pupils are making satisfactory progress and good progress in mathematics. Inspectors have asked the school to take action to make good progress more consistent. A very small minority of parents and carers feel that their concerns and suggestions are not listened to and that they are not helped to support their children’s learning. Inspectors judged the way the school engages with parents and carers to be satisfactory. A few parents and carers feel that unacceptable behaviour is not always dealt with effectively. Inspection evidence shows that this is sometimes the case and has asked the school to focus on this.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at New Invention Junior 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 325 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	48	31	45	4	6	1	1
The school keeps my child safe	31	45	34	49	4	6	0	0
The school informs me about my child’s progress	19	28	42	61	7	10	0	0
My child is making enough progress at this school	13	19	46	67	7	10	0	0
The teaching is good at this school	20	29	42	61	3	4	0	0
The school helps me to support my child’s learning	16	23	39	57	12	17	0	0
The school helps my child to have a healthy lifestyle	21	30	43	62	3	4	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)	13	19	40	58	9	13	1	1
The school meets my child’s particular needs	17	25	42	61	6	9	0	0
The school deals effectively with unacceptable behaviour	12	17	37	54	10	14	2	3
The school takes account of my suggestions and concerns	10	14	41	59	7	10	1	1
The school is led and managed effectively	12	17	42	61	11	16	1	1
Overall, I am happy with my child’s experience at this school	16	23	45	65	6	9	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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">■ 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.



9 November 2011

Dear Pupils

Inspection of New Invention Junior School, Willenhall, WV12 5SA

Thank you for making us so welcome when we came to inspect your school recently. We enjoyed talking to you as you worked and played. You learn lots about eating healthily and the importance of taking regular exercise. We think you go to a satisfactory school. This means that some things are good but a few things need improving.

These are some of the things we found out about your school.

- You are all satisfactorily looked after and cared for.
- Your behaviour is satisfactory overall but a few of you do not behave as well as you should.
- You are kind and thoughtful and raise funds to help others.
- We know that you feel safe in school because you told us so.
- Teaching is satisfactory overall and best in numeracy lessons.
- Your progress is satisfactory in reading and writing and good in numeracy.

We have asked your teachers to:

- make sure that your work is not too hard or too easy, check that you understand what you are doing and show you what you need to do to improve and reach your targets
- stop any naughty behaviour interfering with lessons.

We have also asked your governors to review and tighten up their procedures and become more involved with the school and your headteacher and her senior staff to improve the way they check the quality of teaching across the school.

You too can help by continuing to work hard.

Yours sincerely

Nina Bee
Lead inspector

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