

Perry Hall Primary School

Inspection report

Unique Reference Number	104348
Local Authority	Wolverhampton
Inspection number	377069
Inspection dates	28–29 November 2011
Reporting inspector	Mike Thompson

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair	Raymond Green
Headteacher	Amarjit Cheema
Date of previous school inspection	20 January 2009
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Introduction

This inspection was carried out by four additional inspectors, one of whom visited for half a day specifically to evaluate the effectiveness of safeguarding procedures. The inspectors observed 21 lessons taught by 16 teachers, including some observations with a specific focus on pupils with special educational needs and/or disabilities. The inspectors held meetings with the headteacher, senior and middle managers, representatives of the governing body and pupils. They looked at a range of information, including data showing the progress made by pupils and a detailed scrutiny of pupils' work. Inspectors analysed questionnaires returned by 100 parents and carers, 84 pupils and 29 members of staff.

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

- To what extent are different groups of pupils, including those of Indian heritage and those with special educational needs and/or disabilities, making good progress, particularly in English?
- How consistently are good pace & challenge provided in teaching, and what is the impact of the extra help given to pupils who are found to be underachieving?
- How skilled are leaders at all levels in monitoring and evaluating, and what is their impact on pupils' achievement?

Information about the school

This is a large primary school located on the eastern outskirts of Wolverhampton. Three-quarters of the pupils are White British. Most of the other pupils are of Indian heritage, and the majority of these pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average. Most of these pupils have general learning difficulties, including speech, language and communication, and behavioural, emotional and social difficulties. The proportion of pupils known to be eligible for free school meals is below the national average. Over the past 18 months there have been significant changes in staffing at all levels. The headteacher took up post in April 2010.

The school achieved Healthy School enhanced status in 2010.

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

Perry Hall Primary provides a good education for its pupils. Following a period of considerable change and consolidation it is now improving rapidly. This is because of the vision, drive and determination of its headteacher and the effective senior leadership team, well supported by staff and the governing body. From starting points that are consistently well below those expected of three year-olds, children get off to a good start in the Early Years Foundation Stage. In Key Stages 1 and 2 pupils make good progress because they are taught well. By the time pupils leave at the end of Year 6, standards are broadly in line with national expectations. Senior leaders keep a very close check on the performance of each individual and ensure that extra help to tackle specific weaknesses is provided whenever it is needed.

Underpinning the school's success are the changes made in staffing and a strong commitment to the continuous professional development of the staff team. The school provides a good learning environment. Pupils' attendance rates have improved significantly over the past 18 months. They enjoy being at school because of the wide range of interesting activities provided for them, and because they are well cared for and feel safe. The teachers are generally good at managing pupils' behaviour, and pupils' conduct in lessons, at play, and when moving around the school is testimony to this. The teachers successfully develop pupils' personal and social skills and are particularly good at building pupils' confidence as learners. However, lessons do not provide enough opportunities for pupils to develop skills as independent learners. The quality of teaching is good in most classes, but remains satisfactory in some. Teachers do not always develop the pupils' skills in reflecting on and evaluating their own progress, and when marking pupils' work their comments do not always bring about the improvements needed because they do not ensure that pupils correct their work, particularly in mathematics. There is also inconsistent practice in the way teachers manage the pupils' use of the 'My Targets' books to record progress in achieving the targets set for them.

Although most parents and carers expressed positive views about all aspects of the school's performance in the inspection questionnaires, there were some negative comments. Most related to lack of information from the school, for example: 'I feel that I don't know enough about the levels that my child is working toward or achieving...' This is not the case in the Early Years Foundation Stage, where parents and carers are more involved. A recent initiative encourages them to contribute to the 'learning journals', which record their children's progress and achievements.

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The school's evaluation of its own effectiveness is accurate because of the rigour with which managers monitor all aspects of its performance. The acceleration in pupils' progress in all key stages as a result of effective developments in provision demonstrates the school's good capacity for further, sustained improvement.

What does the school need to do to improve further?

- Build on existing good practice to improve the quality of teaching and learning so that it is consistently good or better, by:
 - providing pupils with regular opportunities to develop skills as independent learners
 - ensuring that teachers' marking of pupils' work is effective in bringing about improvements in pupils' work
 - sharing good practice in pupils' use of their target books.

- Ensure that parents and carers in Key Stages 1 and 2 are fully informed about the targets that their children have to achieve, and how they can better support their children's learning at home.

Outcomes for individuals and groups of pupils**2**

The results of national assessments and tests in 2011 showed that, in both Key Stage 1 and 2, two groups of pupils did not do quite as well as their peers nationally. These were the pupils with special educational needs and/or disabilities and those of Indian heritage. However, in all of the lessons seen and the pupils' work scrutinised, these pupils were making good progress in line with their classmates. Current school data confirm this. The sole exception is the pupils with more severe learning needs, who make good progress in reading and mathematics but only satisfactory progress in writing. The school is well aware of this area for improvement.

The good progress now being made is the result of improvements in provision. These include the deployment of skilled senior staff to support teaching in English and mathematics. In these subjects, pupils in Years 2 to 6 benefit greatly from the extra attention they get because the teaching groups are smaller. For example, an analysis of the adjectives used in a passage from Michael Morpurgo's book *The Butterfly Lion* resulted in thoughtful contributions by Year 5 pupils. This occurred because the senior teacher's skilful questioning ensured that all were fully involved. The tasks set for the pupils were carefully pitched to provide achievable challenges at different levels. In this teaching group, the work in the pupils' books showed that good learning is driven by high expectations of what pupils ought to achieve and good quality marking, including pupils' thoughtful analyses of each other's work.

The broadening and deepening of pupils' understanding of what they need to do to keep fit and healthy are celebrated through the Enhanced Healthy School status achieved. There is a high take-up rate in the wide range of sporting activities provided. The pupils are proud of their school and thrive on the many opportunities

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provided to take responsibility. For example, the school council played a part in the recent staff selection process. A very clear moral code permeates all aspects of school life. Pupils are unfailingly polite and well mannered. Pupils’ cultural awareness has improved significantly since the last inspection. Their work as part of ‘Black History Month’ resulted in good learning about the achievements of a wide range of famous people ranging from Martin Luther-King to Mary Seacole and Muhammad Ali. Pupils’ appreciation of cultural diversity was enhanced through good involvement in a local multi-faith celebration.

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

How effective is the provision?

Teachers display good skills in managing pupils and in providing clear explanations about new concepts. Teaching is good in the large majority of the lessons. Teachers routinely share the overarching learning objectives with their pupils and also set out criteria by which they can measure the pupils’ success in achieving the objectives. These criteria provide particularly well-defined layers of challenge in writing.

The curriculum is well planned to meet the pupils’ different learning needs. For instance, provision is carefully tailored to help close gaps in learning in reading for pupils with special educational needs and/or disabilities. The good, progressive development of pupils’ skills in information and communication technology results in some high quality examples of work across many subjects, such as Year 6 pupils’ recent study of the rainforest in geography. Enrichment activities, through visits and visitors to the school, together with a wide range of clubs provide many exciting and

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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enjoyable learning opportunities.

An overwhelming majority of parents and carers feel that the school keeps their children safe. This is because the school’s systems for ensuring the pastoral care of pupils are well organised and effective. All pupils are warmly welcomed and well looked after. Those whose circumstances make them particularly vulnerable are particularly well supported through close liaison with outside agencies. There are well-established arrangements to induct children into the nursery and to ensure a smooth transition as pupils move on to the secondary phase of their education.

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?

Most of the parents and carers who responded to the inspection questionnaire felt that the school is led and managed well. All of the staff who completed the inspection survey feel proud to work at the school. The clear direction provided in embedding ambition and driving improvement stems from the good partnership between the headteacher, staff and the governing body, and is strongly driven by the headteacher’s ambitious vision for the future. The governing body is well organised and its effectiveness is good. Its members know the school well and closely monitor its performance. They bring a useful range of skills to bear in holding the school to account for its actions.

The pupils surveyed felt that the headteacher and senior staff are doing a good job. This reflects their appreciation that this is a very inclusive school in which discrimination has no place and which gives them a sense of belonging. The pupils’ safety and well-being are given a high priority and all aspects of safeguarding, including the required checks on adults who have contact with children, follow recommended good practice. The school understands the needs of its own community and demonstrates a clear commitment to celebrate different cultural traditions, such as the recent study of the Hindu festival of Diwali. However, it recognises that not enough has been done to broaden pupils’ horizons in relation to the wide cultural richness and diversity within British society and within the global perspective, and has appropriate plans to enhance this aspect.

These are the grades for leadership and management

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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	2
The effectiveness of the school’s engagement with parents and carers	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Effective leadership ensures that children make outstanding progress in developing their personal and social skills, and good progress in all other areas of learning. Children share resources amicably, respect others and behave well. They have ready access to a wide range of exciting activities, both indoors and out. These cover all areas of learning while capturing children’s imaginations and encouraging initiative. For example, role-play as workers in Santa’s Workshop provided enjoyable challenges in wrapping ‘presents’ as children developed skills in estimation, cutting, folding and sticking. The production of Christmas lists resulted in some examples of high-quality writing as children effectively put into practice their learning of letter sounds. There is a very clear purpose to all activities and adults clearly understand the learning needs of young children. For instance, a teacher took good advantage of a child’s search for hidden treasure buried in the sand tray to test out the child’s skills in counting the ‘jewels’ found. Although teachers are skilled in seizing the learning opportunities presented, there is no guidance available at ‘focus activities’ to help guide adult helpers about the skills to be developed and the intended learning outcomes.

Teachers make good use of ongoing assessments of children’s attainment to adjust provision whenever needed. For example, weaknesses identified in children’s pencil grip were followed up through further activities that involved the use of tweezers to help strengthen manipulative skills. All adults place a strong emphasis on ensuring the welfare and safety of the children. Records of children’s progress are good and are used effectively to help develop partnership with parents and carers. As a result of the good provision, children have been moving from Reception to Year 1 over the past few years with broadly average levels of attainment.

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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

Inspection findings confirm the positive views expressed by the very large majority of parents and carers in all areas surveyed by the questionnaire. They also confirmed the views of parents and carers who feel that the school does not always do enough to improve channels of communication and to help them become better informed in supporting their children’s learning at home.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Perry Hall 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 100 completed questionnaires by the end of the on-site inspection. In total, there are 454 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	76	21	21	3	3	0	0
The school keeps my child safe	71	71	26	26	3	3	0	0
The school informs me about my child’s progress	35	35	56	56	7	7	2	2
My child is making enough progress at this school	38	38	54	54	8	8	0	0
The teaching is good at this school	42	42	57	57	1	1	0	0
The school helps me to support my child’s learning	39	39	50	50	11	11	0	0
The school helps my child to have a healthy lifestyle	47	47	51	51	2	2	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)	37	37	54	54	6	6	0	0
The school meets my child’s particular needs	46	46	47	47	4	4	0	0
The school deals effectively with unacceptable behaviour	33	33	56	56	6	6	1	1
The school takes account of my suggestions and concerns	31	31	57	57	7	7	0	0
The school is led and managed effectively	37	37	51	51	8	8	2	2
Overall, I am happy with my child’s experience at this school	49	49	47	47	4	4	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	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 8 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.



30 November 2011

Dear Pupils

Inspection of Perry Hall Primary School, Wednesfield, WV11 3RT

On behalf of the inspectors, I would like to thank you for being so helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at your work. Your parents and carers think that the school is good, and we agree.

Here are some of the things we like best.

- You learn well in lessons and make good progress because you are taught well.
- You develop your personal skills well. This is important in helping you to become good citizens in the future. We were impressed by your good behaviour and the way you get on well with each other.
- Your attendance has improved a lot. Well done! You said that you enjoy the interesting and exciting activities your teachers plan for you.
- You also told us that you feel safe in school. This is because all of the adults make sure that you are well looked after.
- Your headteacher and all of the people who help run your school are doing a good job.

Every school has something that could be improved, and this is what we have asked your school to concentrate on to help you to do even better.

- We would like your teachers to try to make sure that you have lots of opportunities to work by yourself and to become more independent. We also want your teachers to help you improve your work when they mark it, and to make sure that you all use your target books in the same way.
- We would like your school to find ways of letting your parents and carers know more about how well you are getting on, so that they can help you with your work at home.

We would like you all to play your part in helping the school to become even better. The best way for you to do this is to pay careful attention to what your teachers ask you to do, and to make sure that you always do your corrections!

I wish you great success in the future.
Yours sincerely

Mike Thompson
Lead inspector

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