

# Yenton Primary School

## Inspection report

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<b>Unique Reference Number</b>	133729
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	381543
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Mary Davis

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zahid Mahmood
<b>Headteacher</b>	Mark Cadwallader
<b>Date of previous school inspection</b>	9 July 2009
<b>School address</b>	Chester Road Erdington Birmingham B24 0ED
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	28–29 November 2011
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## Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons and 15 teachers. Inspectors held meetings with groups of pupils, members of the governing body, staff and groups of parents and carers. They observed the school's work and looked at policies, development planning, data related to the tracking of pupils' progress as well as senior leaders' monitoring of teaching and learning, safeguarding documents and practice, minutes of the governing body meetings, pupils' work and 30 questionnaires from parents and carers, together with those from pupils and staff.

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

- How effectively do pupils in current classes learn and has the recent decline in progress in English been addressed effectively?
- How consistent is the quality of teaching across the school and how carefully do teachers plan to meet pupils' individual needs?
- How effectively is the curriculum provision in developing writing skills across the school?
- How accurate is the school's self-evaluation and how well is this leading to actions to improve provision and raise levels of achievement?

## Information about the school

Yenton Primary is an above average-sized primary school. The proportion of pupils from minority ethnic backgrounds is more than twice the national average with the largest groups being of Pakistani, Black or Black British Caribbean heritage. The proportion of pupils who speak English as an additional language is broadly average. The proportion of pupils with special educational needs and/or disabilities is also average. The proportion of pupils known to be eligible for free school meals is above that found nationally, as is the number of pupils arriving or leaving the school at times other than normal admission points. A new headteacher took up post in September 2011. The school has the Eco School award.

The Reception class is housed away from the main school site. A privately-run nursery and breakfast club is on the same site but was not covered by this inspection.

**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

Yenton Primary school provides a satisfactory quality of education. Everyone is positive about the new leadership. The headteacher has galvanised staff to focus on raising achievement and halted the rapid decline seen over the past three years. Pupils say lessons are now more interesting and parents and carers comment on the improvements made. Leaders are beginning to establish a school ethos that focuses on positive attitudes and pride in achievements.

Attainment has declined steeply since the previous inspection. Writing was particularly low. Leaders have addressed this decline rigorously and attainment is now broadly average. Pupils are keen to learn. When appropriately challenged, they make good progress but some teachers fail to challenge or involve them sufficiently. Pupils then become restless and behaviour can deteriorate but overall is satisfactory. Most behave well and dislike having their learning disrupted. Pupils told inspectors that the behaviour of some pupils new to the school worries them. They say, however, that adults are supportive and look after them well. Attendance rates, traditionally low, have also improved dramatically since attendance became a priority. Attendance is now average.

Most teaching is good and some is outstanding, but there is inconsistency and a small minority is inadequate. Here, the pace of learning is too slow, time is wasted in repeating unnecessary tasks or tasks are too easy and fail to move learning forward. Some teachers do not up the challenge quickly enough once pupils demonstrate understanding. Where teaching is good, pupils relish the challenge and show independence because they know how to improve their work. A new marking policy gives opportunities for peer- and self-assessment, supported by clear advice from teachers. There is some inconsistency in this advice and pupils do not always know their targets or how to reach them. Leaders have established a creative curriculum that provides opportunities for pupils to develop literacy and information and communication technology (ICT) skills across subjects. The good care, guidance and support provided ensure that pupils whose circumstances may make them vulnerable are well supported. The work of the pastoral manager is particularly effective and highly valued by parents and carers.

Although the Early Years Foundation Stage provision is satisfactory, some adults lack sufficient knowledge and understanding of Early Years practice to ensure that their planning meets individual needs and interests, and enables children to develop independence. Although they make satisfactory progress during the Reception year,

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boys do not do as well as girls because activities do not always meet their needs.

The headteacher has established a strong team; together, they have identified the key areas for improvement, which they are addressing systematically and rigorously. Governance is currently inadequate because detailed information has not been sought to enable the governing body to provide more effective support and challenge. The headteacher and the new Chair of the Governing Body have rightly identified that there needs to be significant improvement, particularly in terms of evaluation and strategic planning. Leaders have been thorough in their self-evaluation and have identified the key strengths and areas for improvement. They have already ensured that issues raised by the previous inspection have been effectively addressed and brought about improvements in provision and in ensuring pupils' safety and well-being. The school shows a satisfactory capacity to improve further.

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?**

- Ensure that teaching is consistently good or better and eliminate inadequate practice by:
  - ensuring that all pupils are appropriately challenged in lessons and enabled to move on once they understand
  - increasing the pace of learning in lessons by ensuring time is not wasted and that pupils are actively involved
  - improve the consistency and quality of assessment so pupils understand their targets and the next steps for learning.
- Develop the role of the governing body to enable its full involvement in the evaluation process leading to strategic planning and a better ability to challenge and hold the school to account.
- Develop the provision in the Early Years Foundation Stage by:
  - ensuring that all adults have sufficient understanding of effective Early Years practice
  - planning activities that meet children's individual needs and interests, particularly those of boys, to enable all groups of children to develop independence and to close the gap in achievement between boys and girls.

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Pupils enter Key Stage 1 with below average skills in all areas of learning. In 2011, attainment in English at the end of Year 6 was well below the national average, although attainment in mathematics was broadly average. Evidence shows attainment of the current Year 6 to be average in English, and slightly lower in mathematics. Although rates of progress over time are satisfactory, in classes where teaching is more effective pupils’ progress is seen to accelerate. Pupils make good progress when the tasks provide challenge. For example, pupils learned about the eruption of Vesuvius at Pompeii and imagined that they were the ones to discover the site. They were excited about performing from a script they had prepared to explain events to a reporter. In some lessons, however, they were sometimes confused because teachers did not explain a task well enough to enable them to achieve. Pupils with special educational needs and/or disabilities make equal progress to their peers and some make better than expected progress as a result of the support they receive from teaching assistants. The very few children in the Reception class who speak English as an additional language make satisfactory progress because of well targeted support.

Most pupils have a good understanding of safety, particularly in terms of e-safety and road safety, and say that they usually feel safe at school. Some express concern about the state of the playground and ball games sometimes causing problems for others. They say that adults manage boisterous behaviour well and peer mediators support younger pupils. There is a good understanding of how to stay healthy. Pupils enjoy growing vegetables on the school allotment and taking responsible roles, such as through the school council, the eco-committee, or caring for children in Reception. Their average basic skills in literacy, numeracy and ICT, together with their polite and confident personal skills are satisfactory preparation for their future economic well-being. Pupils get on well with each other and understand right and wrong, being quick to point out when others’ behaviour is unacceptable. They respond well to opportunities for reflection on moral issues and to opportunities to appreciate nature, for example, the forest area and flowers that ‘cheer up’ the playground.

*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>3</b>
<b>Pupils’ behaviour</b>	<b>3</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>

<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

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<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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is improving and is satisfactory overall. Leaders are sharing and modelling good practice. Relationships are warm and supportive. Teaching assistants take an active part in lessons and provide strong support. Resources, including computer technology, enhance learning although some equipment is in a poor state of repair. In the strongest lessons, pupils have a clear understanding of the objectives and are actively involved in learning. In one lesson, pupils were able to identify the rapid progress they had made since the start of term. They were able to explain clearly what they had already learnt and demonstrate how to improve written work through more adventurous vocabulary. Here the teacher enabled them to demonstrate punctuation through 'kung fu' actions that resulted in a great sense of fun and enjoyment of learning. In less successful lessons, pupils do not understand the purpose of what they are learning or teachers fail to involve pupils sufficiently through questioning, so they can share their ideas or demonstrate their learning. Sometimes teachers do not enable pupils to understand the process or miss opportunities to extend challenge for pupils who find the task easy.

A satisfactory curriculum meets the varied needs of all pupils. Pupils say learning has become more enjoyable as a result of recent initiatives to make the curriculum more interesting and creative. Topics include an appropriate focus on the development of key skills and the promotion of global awareness. Visiting experts support a comprehensive programme of personal, health and social education. All pupils in Year 4 are able to learn a musical instrument and there is a good range of after school activities, including gardening, cooking, yoga and a number of sports. A range of visits and themed days further enriches the curriculum.

Pupils and their parents and carers value the good care, guidance and support. There are especially good arrangements to support the high proportion of pupils who are new to the school, including those with behavioural difficulties. The school manages behaviour effectively and is quick to act firmly when pupils do not comply with expectations, including the involvement of parents and carers. A wide variety of external agencies supports the wellbeing of pupils and their families. Transition between key stages is well managed, particularly that to secondary school.

*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

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<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>2</b>

## How effective are leadership and management?

Teachers identify a ‘renewed enthusiasm for learning’ under the new leadership, which is systematically introducing improvements. Leaders were quick to identify that teachers had lacked opportunities for professional development and, as a result, some did not have sufficient understanding of new initiatives. There are now opportunities to attend courses and to observe teaching in neighbouring outstanding schools. Teachers are being held more closely to account through rigorous monitoring. Assessment data now enables teachers to track the progress of individual pupils and to address underachievement. For example, a booster group is promoting literacy and numeracy skills in Year 6. The governing body has only recently become fully aware of its responsibilities and is currently ineffective in challenging the school’s leadership or promoting better outcomes. Provision for safeguarding is satisfactory and all staff are appropriately vetted and trained in child protection issues. Safeguarding policies are in place and procedures are rigorous for ensuring the welfare of pupils whose circumstances may make them vulnerable.

The school canvasses and takes into account the views of parents and carers. There are increasing opportunities for parents and carers to be involved in their children’s learning, for example, attending workshops or joining cooking sessions with their children. The new leaders have established strong partnerships with other local schools to provide opportunities for sharing good practice. Effective partnerships with external agencies also promote pupils’ well-being. The school has made a good start in monitoring the progress of different groups and identifying underachievement. It elicits the views of pupils and its commitment to inclusiveness has ensured that pupils with specific needs have the same opportunities as their peers. The school is highly cohesive and celebrates the various cultures found in the vicinity. Local people are invited to some school events and pupils take part in community activities. Although an international dimension has been built into the recent topic based curriculum, the school recognises that links with other national and international communities are currently under-developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>2</b>



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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</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>3</b>

## Early Years Foundation Stage

Children enter Reception with skills and understanding generally well below national expectations for their age. They make sound progress, although girls make better progress than boys, particularly in writing. They start Key Stage 1 with skills that are below average, having made satisfactory progress. Children are able to make some choices about activities but their learning is inhibited by the quality of the outside space. Leaders judge this area to be currently unsafe in poor weather, preventing its use. Behaviour is satisfactory, but several boys struggle to work independently and are occasionally disruptive. Overall, the development of understanding of safety and how to stay healthy is satisfactory. A range of teaching methods is employed but staff sometimes lack understanding of how young children learn and, consequently, activities are not sufficiently focused on children’s development. Leaders of the school have identified that teachers in this key stage would benefit from additional support and training in Early Years practice and have already arranged for staff to visit other settings to enable the sharing of good practice.

*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	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The response to the questionnaire was low because the school had very recently sent out a similar questionnaire. The overwhelming response to both was positive with all saying their children enjoy school. Some expressed concerns about the poor state of the playground. Inspectors agree that this requires some attention. Many expressed their praise for the new leadership of the school and the changes that have been made. Although some parents and carers expressed concerns about the management of pupils’ behaviour, inspectors found that leaders are taking robust action to improve the behaviour of a minority of pupils who have behavioural issues.

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

Ofsted invited all the registered parents and carers of pupils registered at Yenton 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 375 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	70	9	30	0	0	0	0
The school keeps my child safe	16	53	13	43	1	3	0	0
The school informs me about my child’s progress	17	57	12	40	0	0	0	0
My child is making enough progress at this school	16	53	13	43	1	3	0	0
The teaching is good at this school	18	60	11	37	1	3	0	0
The school helps me to support my child’s learning	17	57	11	37	1	3	0	0
The school helps my child to have a healthy lifestyle	14	47	16	53	0	0	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)	10	36	15	54	0	0	0	0
The school meets my child’s particular needs	14	47	12	40	3	10	0	0
The school deals effectively with unacceptable behaviour	8	27	15	50	6	20	1	3
The school takes account of my suggestions and concerns	11	38	12	41	2	7	0	0
The school is led and managed effectively	10	33	17	57	2	7	0	0
Overall, I am happy with my child’s experience at this school	17	57	12	40	0	0	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 08 April 2011 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.**



30 November 2011

Dear Pupils

### **Inspection of Yenton Primary School, Birmingham, B24 0ED**

Thank you very much for the welcome you gave us when we visited your school for its recent inspection. We enjoyed talking with you and seeing all that you do.

Our inspection has judged that you go to a satisfactory school. The good care that the school provides ensures that you are well known to staff and usually feel safe although some of you told us that the behaviour of some boys new to the school worries you. You are keen to do well, the standards that you reach are average and you make satisfactory progress. Overall, your behaviour is satisfactory. You understand how to stay healthy and your attendance rates are improving rapidly because you understand how important this is to ensure you learn well. You enjoy your lessons and the activities and visits that are provided for you. You make good contributions to your school and local community and enjoy taking responsibilities. You are friendly towards each other and are respectful of those with different beliefs to your own.

Although some of your teachers provide lessons that are fun and interesting, enabling you to make good progress, not all teachers ensure that your rate of learning is fast enough. So we have asked the school's leaders to continue to make certain that teachers always plan lessons that challenge all of you and to ensure that you all know your targets and how to reach them. We have also asked teachers in the Early Years Foundation Stage to ensure that that they plan more carefully to meet children's individual needs and ensure that boys do as well as girls.

You told us how much you appreciate the recent changes that have been made by the school's new leaders. We have asked the governing body to ensure that the school continues to improve. Leaders are working hard to make sure you learn well and develop well as young people. You can all help them by continuing to work hard. I wish you every success for the future.

Yours sincerely

Mary Davis  
Lead inspector

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