

Yardley Wood Community Primary School

Inspection report

Unique reference number	103281
Local authority	Birmingham
Inspection number	376868
Inspection dates	30 April–1 May 2012
Lead inspector	David Driscoll

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Sarah Rayment
Headteacher	Ben Turner
Date of previous school inspection	3 March 2010
School address	School Road Birmingham B14 4ER
Telephone number	0121 6752456
Fax number	0121 6755001
Email address	enquiry@ydlywood.bham.sch.uk

Age group	4–11
Inspection date(s)	30 April–1 May 2012
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Introduction

Inspection team

David Driscoll

Additional Inspector

David King

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed teaching in 18 lessons. A total of nine teachers were observed teaching. Inspectors held meetings with parents and carers, pupils, members of the governing body and staff. They observed the school's work, heard pupils read and looked at records of pupils' progress, safeguarding documentation, behaviour and attendance records and the results of the school's checks on the quality of teaching. Inspectors analysed the responses of 33 parents and carers to the inspection questionnaire.

Information about the school

Yardley Wood is of a similar size to most other primary schools. The proportion of pupils known to be eligible for free school meals has increased since the previous inspection and now stands at over 60%. Around 9% of pupils are supported by school action plus; none have a statement of special educational needs. The school uses the services of a local authority unit to support pupils with behavioural difficulties. Around 60% of the pupils are White British with the rest of the school population made up of small numbers of pupils from a very wide range of minority ethnic backgrounds. The school did not meet the government's current floor standards in 2011, which set the minimum expectations for pupils' attainment and progress. A new headteacher was appointed in January 2011; three teachers, including a senior manager, have left since that time.

The school received a monitoring visit from inspectors in 2011, to evaluate the progress made in addressing the key weaknesses identified at the last inspection. Inspectors judged that the school was improving well, especially in raising attainment and accelerating progress.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Although improving quickly, it is not yet good because there is not enough good or better teaching and school leaders are not making full use of information resulting from monitoring and evaluation. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children make good progress in the Early Years Foundation Stage and satisfactory progress in other year groups. Attainment on leaving Year 6 is improving quickly and is now average.
- Teaching is improving, but there is too much variation in the way that lessons are planned to meet the needs of pupils of differing abilities. Pupils' enjoyment of lessons is increasing. They learn particularly well when engaged in problem-solving activities, but these are not used consistently across the year groups. Marking is very effective. Activities in reading lessons do not always help pupils learn to read effectively.
- Pupils' behaviour is satisfactory and they say that they feel very safe in school. Most pupils work hard in lessons and want to do well, although one or two in each class quickly lose interest when the lesson content is not sufficiently demanding or engaging. The management of behaviour is now more consistent and the number of exclusions has fallen dramatically since the previous inspection.
- Teaching and achievement are showing clear signs of improvement and attainment is rising quickly. Checks on lessons accurately identify weaknesses, and strong actions have been taken to eliminate inadequate teaching. The results of monitoring are not yet being used to improve satisfactory teaching to a good or better quality by matching training to the needs of individual teachers. Leaders have identified appropriate priorities for improvement, but these are not always supported by sufficiently detailed plans or measurable

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criteria by which their success can be evaluated.

What does the school need to do to improve further?

- Increase the proportion of lessons taught to a good or better quality in Years 1 to 6 to 80% by July 2013 by:
 - ensuring greater consistency in planning lessons that provide tasks that are well matched to pupils' differing abilities
 - developing greater enthusiasm for learning by providing more challenging activities involving investigation and enquiry
 - ensuring all tasks in reading lessons help pupils learn to read.

- Improve the effectiveness of monitoring and evaluation by:
 - using the results of checks on teaching to better inform the training required by individual teachers
 - drawing up a more detailed school development plan with measurable targets that can be used by leaders and managers at all levels, including the governing body, to evaluate the success of actions taken to improve.

Main report**Achievement of pupils**

Children join the nursery with knowledge, skills and understanding that are below the levels expected for their age. They make good progress in all areas of learning and start Year 1 with attainment that is broadly in line with the national expectation. While parents and carers say that their children achieve well, inspectors found that pupils make satisfactory progress as they move through the school because teaching is satisfactory, not good. Attainment is average by the end of Year 2, including in reading. Attainment at the end of Year 6 has been low. However, the improvements noted when the school was last monitored in 2011 have continued and current attainment is now average in reading, writing and mathematics. Pupils in Years 4 and 5 are now reading aloud with particularly good intonation and expression. The gap between the school's performance and that national average has closed at both Year 2 and Year 6 at a good rate, while pupils in Year 4 have made particularly good progress this year to make up ground lost previously. The school narrowly missed reaching the government's floor standard for expected achievement in 2011 and is now on course to exceed it in 2012.

All groups of pupils are now making satisfactory progress. While the school has successfully closed the gap in the overall performance of different groups of pupils, some variations remain between classes and these were observed during the inspection. This said, underachievement has been eliminated because inadequate teaching has been removed.

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The learning observed in most lessons was satisfactory. Good learning was observed when pupils were given tasks that were well matched to their abilities and that gave them the opportunity to be active. In a Year 3 mathematics lesson, for example, pupils had to work out division sums, find a matching answer on a different card and build up a shape from the arrangement of the cards. Each pair of pupils had sums that they found just hard enough for them to solve, if they concentrated hard. They very much enjoyed investigating the problems and were enthused by the anticipation of finding out what the shape would be. In some other lessons the work was pitched at a level only suitable for middle attainers; the same questions were sometimes given to all pupils, regardless of their abilities. The most able solved them quickly, while the least able, including those with special educational needs, were confused. In such lessons, pupils of middling ability made better progress than others. Disabled pupils and those with special educational needs made good progress in those lessons where the teaching assistant was well briefed; activities built on previous learning and their progress was checked frequently. In some cases teaching assistants do too much for individuals, which slows their learning. At times teachers fail to check individuals' progress and were unaware that some had not understood what they were supposed to do, so were not achieving lesson objectives quickly enough.

Quality of teaching

Parents and carers feel that teaching has improved and is now good. Inspectors agree that teaching has improved, but it remains satisfactory. The proportion of lessons taught to a good quality is increasing, but outside of the Early Years Foundation Stage there are not yet enough to bring about consistently good progress. Teaching is better in the Early Years Foundation Stage than the rest of the school because questions are better matched to individual children's needs and probe their understanding more deeply. The planned curriculum provides good opportunities to promote children's social and moral development through enforcing rules and providing plenty of scope for children to work and play together in different groups. This is built on well in later years. In all years, pupils receive good quality, accurate feedback on their work. There are some examples of outstanding marking, in Years 5 and 6 for example, where each pupil is praised for good work and given extra tasks to help improve any weaker areas of understanding. The teacher always checks that the pupils have completed these tasks and are secure in their understanding.

The quality of the planned curriculum varies considerably between classes and lessons. Some are planned in great detail, with different tasks for various groups that are exceptionally well matched to pupils' capabilities. These lessons often demonstrate high expectations of what pupils can achieve, such as in a reading lesson in Year 5 where pupils concentrated hard on demanding texts and the teacher insisted on correct pronunciation and intonation that enlivened the text. Disabled pupils and those with special educational needs persevere well in such situations and enjoy reading texts that they have chosen. However, planning is extremely limited in some other year groups. Some pupils spend time practising their handwriting rather than learning to read, for example. Some groups of pupils, including those with

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special educational needs, are left to get on by themselves and the teacher is unaware that some pupils have forged ahead before others have even started.

Behaviour and safety of pupils

Parents and carers are rightfully very pleased with the changes that have been made to the school site that keep their children safe and secure. They also praise the headteacher for the improvements made to pupils' behaviour, which is now typically satisfactory. Such improvement is most notable in the outstanding reduction in exclusions, which have fallen from a very high level in 2010 to none at all since the headteacher joined the school. Greater consistency in managing behaviour has been the key, together with taking swift actions to prevent isolated incidents escalating. Nevertheless, inconsistencies are still apparent, with some teaching assistants not applying the school's procedures in lessons. Pupils think behaviour is good, and while most parents and carers feel that behaviour is good too, a few voiced concerns over the boisterous play of some older pupils at lunchtimes and these are being addressed by the school. The close working relationship with the behavioural support unit has shown great benefit for individual pupils who have learnt to successfully modify their own behaviour. Pupils are friendly and polite towards adults and each other. Pupils from different backgrounds mix very well together. Pupils demonstrate tenacity when solving problems and a good degree of independence when they are given the opportunity. When tasks are less demanding they become much more passive. They continue to work quietly, but show less enthusiasm for learning.

The incidence of bullying has fallen. The few cases reported this academic year relate to physical or verbal bullying and all have been dealt with successfully. No parents or carers raised any concerns about bullying at all. Attendance too is improving, and now stands just below average. The school has improved the range of rewards and sanctions available and built stronger relationships with parents and carers to encourage better attendance. The main cause of absence is now holidays taken during the first half of the autumn term and attendance is much higher at other times. Persistent absenteeism has fallen dramatically owing to the good work of the learning mentor and effective links with outside agencies.

Leadership and management

The headteacher's good leadership, supported by the deputy headteacher and other senior leaders, has forged the staff into a team with high morale and all support the improvements being made. They are responding well to raised expectations of their performance. Leaders, including the governing body, are demonstrating satisfactory capacity for improvement. Improvements are clear in raised standards, pupils' behaviour, attendance and accelerating achievement in all years. However, the school's leaders are well aware of the need to ensure that such progress is maintained in order to provide a convincing track record of improvement over time. Strong actions have been taken by the headteacher, supported fully by the governing body, to eliminate inadequate teaching and the school is now moving to raise the quality of teaching for all teachers. Training for teachers to date has been aimed at

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tackling whole school weaknesses and leaders rightly plan to develop a more targeted approach to meeting the needs of individual teachers that are identified through the accurate evaluations of teaching. The school development plan identifies the school's main priorities for improvement, but the actions to support them, and the criteria by which their success can be evaluated, are at times too vague. This limits the effectiveness of senior and middle leaders and the governing body as they are unable to evaluate accurately and frequently the progress that the school is making.

Senior leaders ensure that the school promotes equality and tackles discrimination satisfactorily through a broad and balanced curriculum. The newly introduced creative curriculum is proving popular with pupils who find it more interesting and relevant. Good opportunities are provided for pupils' spiritual, moral, social and cultural development through the curriculum, especially class assemblies, but these are not always extended by trips or visits where pupils can experience life outside of the locality and engage with those from areas different from their own. Nevertheless, the school takes a successful approach to tackling discrimination. There have been no racist incidents in recent years, for example, and the school is a harmonious and tolerant community where pupils learn from, and about, one another. Good attention is paid to safeguarding, and arrangements meet government requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 May 2012

Dear Pupils

Inspection of Yardley Wood Community Primary School, Birmingham, B14 4ER.

Thank you for the help you gave us when we inspected your school. You are polite and very friendly, so we felt welcome in your school. You told us that the school is improving, and we agree. You are receiving a satisfactory education, but it is getting better all the time. The youngest children are making good progress and those of you in Years 1 to 6 are making satisfactory progress. You are now leaving school with knowledge, skills and understanding that are similar to pupils in most other schools.

You told us that you enjoy lessons and learn best when you are active. We saw this in lessons where you were given problems to solve in small groups. We have asked your teachers to do more of this, and also to make sure that the work is not too hard or too easy for you. Sometimes you are given work in your reading lessons that does not help you to learn to read effectively, so we have asked the teachers to make sure you always have to read in these lessons. Almost all of you who filled in the questionnaire said that behaviour in lessons was usually good, but some of you said that some older pupils can be a bit rough at lunchtime. You can help make things better by making sure you are always careful when playing with, or near, others.

Your headteacher is leading the rest of the staff well. Staff enjoy coming to school and want to make the school a better place for you. The headteacher knows exactly what must be improved and has already made sure that the teaching is always at least satisfactory. We have asked him to make sure that more teaching is good by finding out exactly what help teachers need to make their lessons even better. We have also asked the school's leaders and governors to check more closely on how quickly the school is improving.

Yours sincerely

David Driscoll
Lead inspector

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