

Foley Park Primary School and Nursery

Northumberland Avenue, , Kidderminster, DY11 7AW

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils do not make the progress they are capable of in reading and mathematics.
- Pupils do not achieve well in mathematics, because they do not have enough chance to solve practical problems or use their mathematical skills in other subjects.
- Some pupils do not read as confidently as they should and struggle using letters and sounds to read unfamiliar words. Pupils do not have sufficient opportunities to read in different subjects.
- Pupils' written work is not always of a high enough standard.
- Some pupils are not given sufficient time to respond to teachers' comments on their work.
- Teaching although improving, is not good enough to secure good achievement. Teachers have not yet had the opportunity to observe good and outstanding teaching, to make teaching better across the school.
- Teachers' expectations are sometimes not sufficiently high and they do not always plan work that is at the right level of difficulty for all pupils, especially for the most-able, and when this occurs attitudes to learning become less positive.
- Leaders' checks on the quality of teaching do not focus closely enough on pupils' progress.
- School leaders do not always identify underachievement at a sufficiently early stage to provide effective support for pupils.

The school has the following strengths

- The headteacher, leaders and the governing body have a clear view of the school's strengths and weaknesses. Recent improvements are beginning to have a positive impact on teaching and achievement.
- Children make good progress in the Early Years Foundation Stage because teaching there is good.
- Pupils feel safe in school.
- The school promotes pupils' spiritual, moral, social and cultural development well

Information about this inspection

- Inspectors observed 14 lessons of which four were seen jointly with the headteacher. In addition, inspectors listened to pupils read.
- Inspectors took account of the 30 responses to the online parent questionnaire (Parent View).
- Meetings were held with a group of pupils, the Chair of the Governing Body, the local authority and school leaders.
- Inspectors looked at many documents including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, Lead inspector

Additional Inspector

Michael Onyon

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportions of pupils who are supported at school action plus or with a statement of special educational needs are above average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding to assist certain groups, which in this school applies to pupils who are known to be eligible for free school meals and those in local authority care) is above average.
- The school meets the government's floor standards, which set the minimum standards expected nationally for pupils' attainment and progress in English and mathematics.
- The school has a learning support unit for the most vulnerable pupils and the school manages this.
- The breakfast club is managed by the governing body.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better and increase the rate of pupils' progress by making sure that:
 - teachers have high expectations and give work that is sufficiently challenging, particularly for the most-able pupils
 - work is well matched to pupils' different abilities, particularly those who find the learning easy
 - teachers provide more opportunities and time for pupils to respond to their marking.
- Raise achievement, particularly in reading and mathematics by:
 - providing pupils with more chances to use their mathematical skills in other subjects and in solving practical problems
 - giving pupils more opportunities to read across different subjects, and helping those who struggle with reading to be more confident in their use of letters and sounds they make when reading unfamiliar words
 - improving the presentation of pupils' written work particularly their spelling punctuation and grammar.
- Strengthen leadership and management by:
 - ensuring that the monitoring of teaching has a greater focus on pupils' progress
 - monitoring the progress made by groups of pupils more closely and tackling underachievement more quickly
 - providing teachers with opportunities to observe good and outstanding teaching so that they can improve their practice.

Inspection judgements

The achievement of pupils

requires improvement

- There is too much variation in how well pupils achieve. Pupils are not making consistently good progress in all lessons and, although there are improvements in progress in reading and mathematics, it is not yet well established. More-able pupils do not achieve as well as they should because the tasks they are set do not always extend their skills.
- Year 6 pupils did not reach the standards of which they are capable in 2013, compared to the previous Year 6. Pupils did not make the progress they should have particularly in mathematics and reading. Pupils' attainment improved at the end of Year 2 in 2013. They made expected progress in reading, writing and mathematics.
- A check on pupils' work in the current Year 6 and the school's progress data show that pupils are working at broadly the level expected for their starting points. Nearly all pupils are on track to make at least expected progress in all areas by the end of the year.
- Pupils' writing is improving and they are given opportunities to write at length in other subjects. Their accuracy in applying basic skills, including spelling, punctuation, and grammar is not as secure. Reading skills are rising because guided reading sessions develop pupils' understanding. Some lower ability pupils, however, lack confidence in reading unfamiliar words.
- Pupils are becoming more confident in using their calculation skills. However, they do not do sufficient practical problem solving or use their mathematical skills enough in other subjects.
- Disabled pupils and those who have special educational needs made slower progress than expected in 2013. The school has responded quickly to ensure that support for these pupils is more effective and as a result, the majority of this group of pupils are currently making the progress expected of them.
- In 2013, the attainment of pupils supported by the pupil premium, in English and mathematics, was below that of other pupils in the school and their national counterparts. In English they were about three terms behind their classmates and three and half terms behind in mathematics. School evidence indicates that, as a result of the sustained extra help provided for them, they are now making the progress expected of them but it is not yet good. Their attainment is below that of other pupils in school, however, the attainment gap is starting to narrow.
- The majority of children start school with low skills and abilities compared to those expected for their age. Effective teaching makes sure children make good progress in the Early Years Foundation Stage, particularly in their social and language skills.

The quality of teaching

requires improvement

- Teaching is not good in all classes. While teaching has recently improved, this has yet to have a marked impact on pupils learning over time.
- There are variations in teachers' expectations. Teachers do not always set tasks that are hard enough to stretch the middle and more-able pupils. Progress slows when teachers do not check pupils' understanding in lessons or adapt the activity if some pupils find the task too easy. This

results in some pupils losing interest and becoming disconnected from learning.

- Teachers encourage pupils to read every day. However, pupils are not given enough chances to read in other subjects. There are insufficient opportunities for pupils use their mathematical skills to solve practical problems or practise them in different subjects.
- The teaching of writing in different styles is developing pupils' writing skills. However, there is insufficient focus on the presentation of pupils' work at times especially their spelling, punctuation and grammar.
- Marking is consistent in books so that pupils have a good grasp of how well they are doing and what they need to do to improve their work. Teachers often ask pupils a question or redirect them to look again at what they have written, but do not always give pupils time to respond to their comments.
- Where teaching has improved, teachers have good subject knowledge and have clear expectations of what pupils can achieve. They ask searching questions that get pupils thinking about, and recognising how much they have learnt. For example, in a Year 4 lesson the teacher asked searching questions to challenge pupils to explain how an electric circuit worked.
- Teaching in the learning support unit for the most vulnerable pupils is good. The teacher and other adults support pupils' learning and personal development well. Consequently, they make good progress although their attainment levels are often lower than their classmates.
- The teaching in the Early Years Foundation Stage is good. Adults work well as a team and provide a stimulating environment within the classroom and outside, so that children are happy and want to learn. Independence is encouraged and children develop good social and language skills.

The behaviour and safety of pupils

requires improvement

- While pupils' social behaviour is often good and they behave well towards staff and one another, their attitudes to learning are not as well developed.
- In lessons, where the work is challenging and matched to their needs pupils are keen to learn. However, in lessons where pupils are required to listen to lengthy explanations, or learning is not made interesting enough, individuals become inattentive and less motivated.
- Pupils say that they feel safe in school and that adults in school can be relied upon to deal with any 'falling outs.' They have a good awareness of how to keep themselves safe in different situations, for example, when using the internet. Pupils say that incidents of bullying are rare and they are aware of the different forms of bullying such as name-calling or cyber-bullying.
- Behaviour management is good. Where there have been pupils who have had problems with their behaviour, the school has supported them effectively. As a result their behaviour has improved.
- Most pupils are polite and helpful to adults in school. They were very happy to talk to inspectors about their work. Pupils willingly take on responsibility, for example Year 5 play leaders help younger children organise their play. The breakfast club is well supervised and provides pupils with a welcoming and nourishing start to the day.

- Attendance is improving and is now average. The school is taking effective action to work with parents of children with low attendance to make them aware of the benefits of regular attendance. As a result, most pupils come to school regularly and on time.

The leadership and management

requires improvement

- Leaders have not yet improved teaching sufficiently to enable pupils to achieve well. Staffing changes have slowed the process of establishing consistently good or better teaching. The headteacher and leadership team carry out regular observations of teaching and as a result it is beginning to improve.
- There are appropriate procedures for checking the progress and attainment of both individual pupils and different groups of pupils. However, areas of underperformance are not always identified early enough and the school does not always change the support to make sure it is successful. The school ensures that there is no discrimination and actively and successfully promotes the key values of inclusion, respect and tolerance.
- The headteacher has introduced new procedures for setting targets for staff that link their pay to pupils' achievement. Leaders at all levels are supported well in developing their roles and in how they use data to improve the progress in each year group. However, leaders' monitoring of teaching sometimes does not sufficiently record the impact of teaching on pupils' progress.
- Senior leaders have a good understanding of the school's strengths and areas for further development. They have identified the areas to be improved and what needs to be done to achieve this. Opportunities, however, are not always taken to share the best teaching practice found in the school.
- The headteacher has shared a clear plan of how to move the school forward and is fully supported by the staff and governors in driving the necessary changes. Consequently, their strong sense of purpose and the improvements already made show the school has the capacity to improve and develop further.
- The curriculum provides suitable learning opportunities for pupils. It promotes pupils' spiritual, moral, social and cultural development well, especially through assemblies, which are a time for reflection on the school's values. The primary sports funding is being used to strengthen teachers' skills through external coaching of staff and promoting greater participation in after school sports and competitions.
- Effective support by the local authority has led to accurate self-evaluation and clear plans for improvement. Staff and leaders, including governors, are extending their skills as a result of the local authority's guidance and training. This is having a positive effect on raising achievement and improving teaching.
- **The governance of the school:**
 - Governors have improved their understanding of what the school does well and what it needs to do to improve further. They have been involved in the school's self-evaluation and planning for improvement. Governors have an increasing knowledge about the school's performance compared to other schools and how well different groups of pupils achieve. They are supportive while challenging the school to improve achievement further. Governors make sure that any pay increases are directly linked to pupils' performance. They find out about the school through visits to classes and report on their findings. Governors carefully monitor the school's finances, including the extra funding for eligible pupils and how it is helping them to

achieve better. They assess their own training needs to get the best balance of skills to help the school. Governors ensure that national safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	135049
Local authority	Worcestershire
Inspection number	427024

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	222
Appropriate authority	The governing body
Chair	Diana Edwards
Headteacher	Kathryn Sugars
Date of previous school inspection	6 March 2012
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