

Yenton Primary School

Chester Road, Erdington, Birmingham, B24 0ED

Inspection dates 26–27 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The school has improved greatly since the last inspection because of the outstanding leadership of the headteacher and his senior team.
- All pupils make good progress and achieve well in all subjects. The results achieved by pupils are rising rapidly.
- Children make good progress in the Early Years Foundation Stage in literacy and numeracy.
- Pupils make better than expected progress in Key Stage 2, especially in mathematics.
- Pupils learn to read successfully. They enjoy reading for learning and for pleasure.
- The quality of teaching is improving rapidly. It is consistently good, and some is outstanding. This is because teachers' performance is managed very effectively by senior leaders.
- Teachers' marking is excellent. It tells pupils very clearly how to improve their work.
- Disabled pupils and those with special educational needs are supported very effectively, so they make good progress.
- Pupils behave well, work hard and feel safe. The school is calm and peaceful.
- The school provides pupils with interesting and enjoyable subjects, topics and experiences.
- School leaders check very thoroughly and systematically both the quality of teaching and the progress that pupils are making.
- Parents and carers are very supportive of the school and its leaders.
- Governors know how well the school is doing. They make sure that resources are managed well and contribute to pupils' good achievement. Many improvements have been made to school buildings and classrooms since the last inspection.

It is not yet an outstanding school because

- Teaching is not yet outstanding, so pupils make progress which is good rather than outstanding.
- Sometimes, more-able pupils are not given sufficiently challenging tasks which they can work on and organise for themselves.
- In some lessons, teachers do not check pupils' progress regularly enough to know when pupils are ready to move on to work on their own.
- Sometimes, when teachers are teaching the whole class, their teaching assistants are not used effectively to support pupils' learning.

Information about this inspection

- Inspectors observed 22 part-lessons, including three which were jointly observed with school leaders. All classes and full-time teachers were seen. Inspectors also attended an assembly, listened to pupils read and looked at pupils' work.
- Meetings were held with pupils, staff, school leaders, governors and with the school's improvement partner. The lead inspector also spoke on the telephone to a representative from the local authority.
- Inspectors spoke to a small number of parents and carers at the start of the school day. They looked at the 23 responses to the online questionnaire Parent View, as well as at the results of a recent larger survey carried out by the school. Inspectors also considered 17 staff questionnaires.
- Inspectors looked at documents, including the school's plans for improvement, records of the quality of teaching and school information on the progress of pupils, and at nationally published results. Inspectors also looked at records of pupils' behaviour and attendance and at how the school keeps pupils safe.

Inspection team

Michael Phipps, Lead inspector	Additional Inspector
Elizabeth Needham	Additional Inspector
Sarah Noble	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is also broadly average.
- The proportion of pupils known to be eligible for the pupil premium is much higher than average. The pupil premium is the additional funding provided for children in local authority care and those known to be eligible for free school meals.
- The proportion of pupils from minority ethnic backgrounds is much higher than average. The largest groups are pupils of Black Caribbean and Pakistani heritage.
- The proportion of pupils who speak English as an additional language is lower than average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils who join or leave the school at times other than the usual points is much higher than average.
- The headteacher was appointed in September 2011.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by making sure that:
 - more-able pupils are consistently given a range of challenging activities, especially writing tasks, which they can work on and organise for themselves
 - teachers consistently check pupils' progress in lessons so that pupils can move on more rapidly to work on their own
 - all teachers use their teaching assistants well, especially during whole-class teaching sessions, so they can support pupils' learning more effectively.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress and achieve well in reading, writing and mathematics. Results achieved by pupils are improving rapidly.
- Children join the school with levels of skills and knowledge below those expected for their age. They make good progress in the Early Years Foundation Stage in literacy and numeracy and catch up well. By the time they go into Year 1, most children's skills are broadly at expected levels.
- In the past, pupils' standards by the end of Key Stage 1 have been below average. As a result of improved teaching in the Early Years Foundation Stage and Key Stage 1, pupils are making much more rapid progress. Inspectors' checks on pupils' work and lesson observations confirm that pupils are making good progress across the school.
- Pupils in Key Stage 2 now make much more rapid progress than in the past. The proportions making expected progress in reading and writing are rising, and in 2013 were slightly above average. Pupils make particularly rapid progress in mathematics, where the proportions both making and exceeding expected progress are much higher than average.
- Pupils' standards by the end of Year 6 are rising. In 2013, their attainment was above average in reading and mathematics, but below average in writing.
- Pupils are taught to read well. Their knowledge of phonics (the sounds that letters make) is slightly above average. They enjoy reading regularly and by Year 6 they talk with enthusiasm about their favourite books and authors.
- Pupils are given many opportunities to write at length and apply their writing skills across a number of subjects. As a result they are starting to develop these skills well.
- Pupils use and apply their mathematical skills and knowledge well to solve practical problems. This helps them to enjoy and appreciate mathematics.
- Funds from the pupil premium have been spent on extra pastoral support, strategies to improve attendance and on small-group tuition, including listening to children reading. In 2013, pupils known to be eligible for the pupil premium achieved more highly in mathematics than other pupils, but were around half a term behind in reading, and just under a term behind in writing. This is much smaller than the gap nationally.
- Disabled pupils and those with special educational needs are supported very effectively by a dedicated inclusion team. Many of the pupils who join the school at times other than the usual points have special educational needs or other learning needs. Effective extra help and support are quickly given so these pupils make good progress.
- Pupils from minority ethnic backgrounds achieve the same good results as other pupils.
- More-able pupils make the same good progress as other pupils, although in 2013 the proportion who had reached the higher levels in writing by the end of Year 6 was below average.

The quality of teaching is good

- The quality of teaching is improving rapidly. It is now consistently good, and some is outstanding.
- Teachers' marking is excellent throughout the school. Pupils are told clearly and often what they have done well, and how to improve their work. Pupils frequently have chances to respond to this marking.
- Classrooms are bright and stimulating. Classroom displays are used well by teachers to help pupils to learn. Pupils independently use the information displayed to support their own learning.
- Pupils often have the chance to talk to a partner in lessons to explore ideas. In an English lesson, for example, pupils in Year 2 made good progress in understanding punctuation and direct speech because the teacher frequently asked them to discuss with a partner what they had learned.
- Pupils' respond very well in class. This was seen, for example, in an effective phonics session in which pupils in Year 1 made good progress because of their very positive attitudes to learning and their good behaviour.
- Teaching is not outstanding because sometimes more-able pupils are not given sufficiently challenging tasks which they can work on and organise for themselves. This was seen, for instance in a mathematics lesson in which more-able pupils in Key Stage 1 were capable of rather more than was being expected of them.
- In some lessons, teachers do not check pupils' progress regularly so they know when pupils are ready to move on to work on their own. In an English lesson, for example, younger pupils in Key Stage 2 spent too long listening to the teacher when some would have been ready sooner to practise their writing skills on their own.
- Sometimes, when teachers are teaching the whole class, their teaching assistants are not used well to support pupils' learning. This was seen, for example in a lesson in Key Stage 2 in which the teaching assistant did not support pupils' learning or encourage their positive behaviour.

The behaviour and safety of pupils are good

- Pupils behave well in class and around the school. Pupils are polite and friendly. The school is a calm and peaceful place in which to learn.
- Pupils work hard in lessons and are keen to do well. They enjoy answering questions and contributing ideas.
- Pupils say they feel safe in school. They understand different types of bullying, but say it is rare in this school. If it happens, they are confident it will be dealt with. Pupils know how to keep themselves safe. Racist incidents are very rare.
- Pupils enjoy the rewards they get for working hard and behaving well.
- Parents and carers say that pupils behave well in school, are well looked after and feel safe. Staff also feel that pupils behave well.

- The rate of pupil exclusions in the past has been higher than average. Some pupils who join the school at times other than the usual points have known behavioural problems and contribute to these figures. The school's new behaviour policy is successfully reducing the number of exclusions.
- Pupils' attendance is improving, but remains slightly below national figures. Many pupils who join the school at times other than the usual points have lower rates of attendance. The attendance of pupils who have been at Yenton since they started school is above average. The school works well, including with outside agencies, to raise attendance as much as possible.

The leadership and management are outstanding

- The outstanding leadership of the headteacher and his senior team has led to significant improvements in all areas of the school's work in the two years since the last inspection. This inspirational and committed leadership means that all actions and decisions are based on a relentless drive constantly to improve the quality of teaching and to raise pupils' achievement.
- Systems for managing teachers' performance are robust, professional and highly effective. The inadequate teaching seen at the last inspection has been eliminated. Judgements about teachers' performance and salary progression are based on ambitious targets for pupils' progress, and are supported by systematic and thorough checks on all aspects of teachers' work. Teachers have many opportunities to develop their skills. This has led to rapid improvements in the quality of teaching.
- The school's evaluation of its own strengths and areas to improve is accurate and perceptive. Plans to improve the school are detailed and focus on the right areas, and contain measures of success which are precisely linked to improvements in pupils' achievement.
- School leaders check thoroughly and systematically the progress that pupils and groups of pupils are making. Regular meetings are held with class teachers, who are held accountable for the progress of their pupils. If any pupils fall behind, very effective support is quickly given to help them catch up.
- The school's curriculum is very well designed, and provides pupils with interesting subjects, topics and experiences. Many special events and activities enrich the curriculum for pupils. This helps them to enjoy school. Pupils' spiritual, moral, social and cultural understanding is developed very well. Pupils are provided with clear guidance and opportunities to reflect on a range of issues.
- The Early Years Foundation Stage is very well led. Shortcomings identified in the last inspection have been put right. The new accommodation provides children with a stimulating environment, activities are well planned and children make good progress.
- Subject leaders are developing effectively in their roles as future school leaders. They have good opportunities to take on new responsibilities, and make a substantial contribution to school improvement.
- Parents and carers are very supportive of the school. They speak highly of the improvements made to the school under the leadership of the current headteacher. There are good opportunities for parents to get involved with their children's learning in the school's 'Inspire Workshops'.

- The school's arrangements to keep pupils safe meet statutory requirements.
- Discrimination in school is not tolerated. The school is sensitive to diversity, and celebrates the range of cultures which are represented in the school.
- The school plans to spend extra primary sport funds on after-school sports clubs, lunchtime sports leaders and specialist physical education teachers. It has detailed plans for evaluating the impact of this spending.
- School leaders demonstrate very strong capacity to improve the school further.
- The school in the past received effective support from the local authority. It now receives only an appropriate light-touch level of support, as the local authority recognises the strength of leadership in the school.
- **The governance of the school:**
 - Governors are ambitious to improve the school. Many are regular visitors to school, and have a good understanding of what the school does well, and what needs to be done to improve it further. They help decide on priorities for improvement, and check that plans for improvement are working. They have a good knowledge of the quality of teaching, and of how school leaders tackle under-performance. Governors understand what data on pupils' performance tells them about how well the school is doing compared to other schools nationally. This means they can challenge school leaders to improve the school further. They make sure that school resources are managed well, for example extra funds from the pupil premium, and that these resources contribute to pupils' good achievement. They are rightly proud of the many improvements that have been made to school buildings and classrooms since the last inspection. They are keen to improve their skills, and one governor has the specific role of organising and promoting governors' training. As a result of this training, they are increasingly well-equipped to hold school leaders to account in order to improve the school.

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	133729
Local authority	Birmingham
Inspection number	427015

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	386
Appropriate authority	The governing body
Chair	Zahid Mahmood
Headteacher	Mark Cadwallader
Date of previous school inspection	28–29 November 2011
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