

Audley Primary School

Audley Road, Stechford, Birmingham, B33 9HY

Inspection dates 27–28 November 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Children start school in the Nursery and Reception classes with skills that are well below those expected for their age. They get off to a good start in the Early Years Foundation Stage and make good progress.
- By the end of Year 6, they attain broadly average standards. This represents good progress from their starting points.
- Pupils who are entitled to the pupil premium make the same progress as their classmates. Disabled pupils and those who have special educational needs make good progress.
- Teaching is good and some is outstanding. Relationships between staff and pupils are very strong. Teachers expect pupils to do their best at all times and use explanations and questioning well to promote good learning.
- Pupils feel very safe in the school’s caring environment. They behave well in the classroom and around the school. They enjoy school, have positive attitudes to learning and want to do well for their teachers.
- Pupils’ spiritual, moral, social and cultural development is well promoted by the school.
- The headteacher and his entire team work well together for the good of the pupils. The school’s self-evaluation is accurate and senior leaders know the strengths and areas for improvement very well. They are determined to secure the best for each pupil.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching in the school. Some lessons do not proceed quickly enough and teachers do not always provide appropriate work for the range of ability within each class or group.
- Pupils’ attendance remains below average.
- Pupils do not have enough opportunities to practise their literacy skills across the curriculum.
- Despite improvements, governors do not sufficiently challenge the school to do better.

Information about this inspection

- The inspectors observed 33 lessons, nine of which were seen jointly with the headteacher or a member of the senior leadership team.
- Inspectors observed pupils in lessons, at play, in assemblies, during lunch and as they moved around the school.
- Discussions were held with staff, the Chair of the Governing Body, members of the school council and a representative of the local authority.
- A range of documentation was reviewed by the inspection team, including records of the monitoring of teaching and pupils' progress, the school's own view of its performance and the school development plan. In addition, safeguarding documentation and reports from the school improvement adviser were reviewed.
- The inspectors took account of the 13 responses to the online questionnaire (Parent View) and the 54 responses to the staff questionnaire received during the inspection. Inspectors also spoke with a number of parents.

Inspection team

Clive Lewis, Lead inspector	Additional Inspector
Catherine Beeks	Additional Inspector
Christopher Crouch	Additional Inspector
Enid Korn	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school, currently expanding from a three-form entry to a four-form entry school.
- Over half of the pupils come from minority ethnic groups and for one third of pupils English is an additional language.
- Two-thirds of pupils are eligible for the pupil premium, well above the national average. The pupil premium is additional funding allocated to schools for pupils known to be eligible for free school meals, children looked after by the local authority, and some other groups.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well above average and exceptionally high in some year groups.
- The proportion of pupils who join or leave the school other than at the usual times is high and well above the national average – for example, half of the 2012-13 Year 6 cohort joined the school after the Reception year.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher joined the school at the start of the Autumn term 2013.

What does the school need to do to improve further?

- Further raise the overall quality of teaching so that it becomes outstanding by ensuring that:
 - all learning in lessons proceeds at a brisk pace throughout
 - teachers' plan appropriately challenging work for all groups of pupils within each class or group
 - teachers provide pupils with more opportunities to use their literacy skills across the curriculum.
- Strengthen the role of the governing body in monitoring, evaluating and challenging the work of the school and in supporting leaders in improving overall attendance rates further.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery and Reception classes with skills that are below and in some cases well below those expected for their age. Their communication and language skills are particularly weak on entry to the school. Although they make good progress due to the nurturing environment, a curriculum that meets their needs effectively and a clear focus on extending their vocabulary and developing spoken language, their skills remain below average when they enter Year 1.
- Pupils attain broadly average standards by the end of Year 6. Currently, reading is, relatively, the weakest area of performance. School strategies to improve reading are beginning to show positive results and the school's results in the latest phonics assessment improved to national levels.
- Pupils across the school achieve well and equality of opportunity is at the heart of the school's work. The proportion of pupils in Key Stage 2 making and exceeding expected progress in writing and mathematics over time are at least in line with the national average, and often above. However, the proportion making better than expected progress in reading in 2013 was below average. There are no significant gaps in the achievement of different groups.
- Those pupils eligible for the pupil premium receive additional one-to-one and small group support from adults. Additional teaching and support staff have been employed for this purpose and to help support pupils and their families socially. As a result, the progress of these pupils in English and mathematics is often better than that of their classmates.
- Pupils supported by the pupil premium attain at least as well as their classmates. In 2013, they were a term ahead of the rest of the pupils in reading, half a term ahead in writing and their attainment was the same as their classmates in mathematics. This is because of the effective way in which the funding has been used to provide the support necessary to meet their learning and personal needs.
- Pupils who are disabled or have special educational needs and those from all different ethnic backgrounds achieve well. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.
- More-able pupils generally make good progress due to well-planned and challenging work provided by teachers and the additional challenges they experience by attending activities with other more-able pupils at local primary schools.
- A review of pupils' books shows that they do not have enough regular opportunities to practise their literacy skills across different subjects.

The quality of teaching is good

- Good and occasionally outstanding teaching ensures that all groups of pupils achieve well, including in English and mathematics. Teachers plan lessons and subjects with imaginative activities that excite and interest pupils. Good links are made between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment in learning as well as their spiritual and cultural development.

- Good classroom management, coupled with teachers' high expectations of work and behaviour, ensures that teaching takes place in a purposeful and calm learning atmosphere. This makes a significant contribution to pupils' good progress.
- Teachers ask questions skilfully in order to check pupils' understanding as lessons progress. Their subject knowledge is good and this helps them to plan imaginative challenges.
- In most cases, teachers make very good use of the school's assessment data in order to set and review targets for pupils' learning and to plan well for pupils' varying needs and abilities. In these lessons, more-able pupils are provided with challenging tasks which motivate them well. In a few lessons, however, the work set for the most and least able is too similar and is not sufficiently demanding for those pupils capable of working at higher levels. Occasionally, teachers allow the pace of learning to slow, frequently after a brisk introduction to the lesson.
- In classes in the Early Years Foundation Stage, good use is made of the outdoor and indoor areas to develop children's skills. Adults take every opportunity to extend children's language and numeracy skills by regularly asking them about the things that they are doing.
- Teachers have a clear focus on teaching pupils to read. Regular phonics sessions and guided reading activities for all age groups further support the development of pupils' reading skills and a love of books.
- Teachers make good use of 'talk partners' so that pupils can share ideas and learn from each other. This both develops their speaking and listening skills and promotes respect for the views of others.
- Teaching assistants are deployed well to ensure that the work given to disabled pupils and those who have special educational needs, as well as to others who need extra help, is carefully sequenced so that all make good progress towards their learning targets.
- Although there are many good examples of effective marking of pupils' work, this is not consistent across the school and there are some examples where it is difficult to see the response from pupils.

The behaviour and safety of pupils are good

- The school is a calm, friendly and well-ordered place in which to learn and work.
- Pupils' behaviour is typically good both in the classroom, where they listen carefully, cooperate well and contribute eagerly, and around the school. This good behaviour has a positive impact on the good progress made in lessons. Pupils are clear about what the school expects of them because whole school strategies for ensuring good behaviour are consistent in all classes. Pupils like and understand the 'Good to be Green' system of sanctions and rewards which ensures that any inappropriate behaviour is dealt with effectively and promptly and, pupils say, fairly.
- Pupils respond well to the strong spiritual, personal, moral and social guidance they receive. They develop positive attitudes to life and learning through the teaching of common values and expectations through assemblies and personal and social education. They have a clear sense of what is right and wrong and embrace new experiences enthusiastically.

- Pupils have a good understanding of how to keep safe and describe the school as being 'very safe'. They are clear about seeking help for themselves and others should the need arise, and are confident that any issues that arise will be dealt with promptly and fairly.
- Pupils say they find learning fun and are enthusiastic about their education.
- Pupils have a good understanding of the different forms of bullying they may encounter, including through internet sites, and say that bullying in school is rare.
- Pupils all say they enjoy coming to school but this is not yet reflected in their levels of attendance, which are below the national average. Despite the best practices of the school, which have resulted in a higher proportion of pupils attending school regularly, there is still a significant minority of persistent absentees. These pupils miss valuable learning time as a result and records of their progress show clearly that these pupils make slower progress than their classmates.

The leadership and management are good

- The headteacher provides energetic and enthusiastic leadership. Since he joined the school, he has overseen a successful focus on improving teaching and accelerating progress across the school. Key strengths and areas for improvement have been identified, with the full support of the governing body.
- Staff are very well motivated and demonstrate a shared sense of responsibility for, and commitment to, the school's continued improvement.
- Senior leaders are aware of the need for more teaching to be consistently outstanding. They carefully track both pupils' progress and the quality of teaching, and use this information to ensure that planning for improvement is founded on good evidence and accurate data.
- The school thoroughly evaluates its performance and ensures its action plan carefully matches its choice of priorities to the school's identified needs. Effective leadership ensures that actions have a clear impact on progress and teaching and have led to an improved and improving school with good capacity to move forward.
- Pupils' progress is checked regularly and those who fall behind are given the help they need to catch up. Fully supported and monitored by the governing body, the school makes very effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils make good progress in their time in school.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. The school's promotion of equality of opportunity in all its work is good. Leaders are constantly alert to any variation in achievement and searching for new ways to overcome any weaknesses and prevent any discrimination.
- The lively and creative curriculum is enhanced by a wide range of visits, some of which are residential, when pupils benefit from the experience of new and unfamiliar surroundings. This helps to prepare pupils well for their next stage of education and contributes to their positive attitudes to learning.
- The school provides high-quality care for its pupils. The school's very good links with a range of partners such as the behaviour support team, speech therapy services and family support

services, contribute significantly to improvements in pupils' well-being and achievement.

- Safeguarding systems in and around the school are rigorous and secure.
- The school uses its primary sport funding well to provide additional weekly physical education lessons and lunchtime activities led by skilled sports coaches. This motivates pupils very well and is leading in turn to improved physical skills, health and well-being. Systems are fully in place for the evaluation of the provision at a future date.
- Support from the local authority has been helpful to the school in checking its performance and in training for staff and governors.
- **The governance of the school:**
 - The governing body is very supportive but does not offer leaders enough well-informed challenge, particularly in relation to pupils' achievement. The restructured governing body has had effective training and support and now has a better understanding of the quality of teaching. Its members understand what is being done to tackle any underperformance, what is being done to improve it and to recognise and reward good teachers. However, they do not yet take a strong enough role in supporting the school in finding ways to improve attendance further. The governing body ensures that safeguarding arrangements are secure. It has overseen the arrangements for the effective use of the pupil premium funding and those for relating teachers' performance to their pay.

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	134066
Local authority	Birmingham
Inspection number	427104

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	694
Appropriate authority	The governing body
Chair	Malcolm Frier
Headteacher	Andrew Pilmore
Date of previous school inspection	23 September 2008
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