

Pelsall Village School

Old Town Lane, Pelsall, Walsall, WS3 4NJ

Inspection dates

22–23 January 2014.

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.

- The school's motto, 'Every Child, Every Chance, Every Day' is at the heart of this inclusive school.
- From low starting points, most notably in language and communication skills, children make good progress in English and mathematics. At the end of Year 6 they reach broadly average standards in writing and mathematics and above average standards in reading.
- Teaching is good, with some that is outstanding. Teachers question pupils well and have high expectations of how they should behave and what they will learn.
- Pupils are polite and courteous, behaving well in lessons and around the school. They have a good understanding of how to keep themselves safe.
- Pupils say they enjoy school, and parents agree. This is shown in their attendance which has improved greatly and is now above average.
- The many exciting clubs, sporting and musical activities the school provides help capture pupils' imagination and enthusiasm.
- The senior leadership team, supported by the governing body, provide good leadership and work well as a team. Staff are committed and say they are proud to work at the school. Systems to check on how well the school is doing are robust.
- The headteacher is ambitious and has high expectations for the school. She has an accurate and sharply focused awareness of its strengths and weaknesses.

It is not yet an outstanding school because

- The proportion of pupils who make good progress in writing is not as high as that seen in reading and mathematics.
- There is not enough teaching that is outstanding, because some teachers do not move pupils on to their next stage of learning swiftly enough.

Information about this inspection

- Inspectors observed 29 lessons, a number of which were joint observations with the headteacher, deputy headteacher or the assistant headteacher. In addition, the inspection team made a number of short visits to observe one-to-one support.
- Inspectors attended a school assembly and listened to pupils read.
- Meetings were held with staff, governors, pupils and a representative from the local authority.
- Inspectors spoke informally to a number of parents and carers as they brought their children to school.
- The inspectors took account of 15 responses to the online questionnaire (Parent View); they also analysed 45 questionnaires received from the staff.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring documents and records relating to behaviour, attendance, safeguarding and the use of the Primary Sports Funding.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Glen Goddard

Additional Inspector

Trevor Neat

Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- The proportion of pupils eligible for support through the pupil premium funding (which provides additional funding for pupils in local authority care and those known to be eligible for free school meals) is above average.
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who join and leave the school other than at the usual times is higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Before- and after-school care is provided by the school and is run by the governing body.
- The school does not make use of any alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion of pupils make good or better progress, particularly in writing by:
 - ensuring all teachers check on pupils' progress regularly in lessons so that pupils can be moved on to new learning as soon as they are ready
 - ensuring teachers always expect and encourage pupils to raise their standards in writing in all subjects, as seen in their extended writing books.

Inspection judgements

The achievement of pupils

is good

- When children join the school in the Early Years Foundation Stage, they have skills and knowledge below those expected for their age, particularly in language and communication skills. Through a wide range of exciting, well-planned activities in the classroom and outdoors, children make a good start to their learning.
- Standards at the end of Year 2 in reading, writing and mathematics have remained consistent over time, with pupils reaching standards that are broadly in line with national expectations in reading, writing and mathematics, which overall, represents good progress from their starting points.
- By the time pupils have reached the end of Key Stage 2, their attainment is above average in reading and average in writing and mathematics. Standards in writing and mathematics for pupils who are currently in school show that there is a trend of improvement over time, particularly in mathematics.
- An increasing proportion of pupils currently in school are expected to reach the higher levels both at the end of Key Stage 1 and Key Stage 2, particularly in mathematics.
- Disabled pupils and those with special educational needs make good and rapidly improving progress across the school. They receive considerable support from very skilful teaching assistants. Currently, they reach standards by the end of Key Stage 2 in reading, writing and mathematics that are above those of similar pupils nationally.
- Pupils who speak English as an additional language are provided with extra targeted help and, because of this, make good progress, with some making rapid progress.
- Pupils who are known to be eligible for pupil premium make good progress in all areas. This is because the school has used the funding effectively for these pupils to employ and train teachers and teaching assistants to provide extra help where needed. Currently, these pupils are working at levels that are in line with their peers in reading, writing and mathematics, showing that the gap has closed completely.
- Reading is a strength in the school. The systematic teaching of phonics (linking letters and sounds) gets children off to a good start with early reading. Pupils speak enthusiastically about their favourite authors and the opportunities to read often in school.

The quality of teaching

is good

- Teaching is good and occasionally outstanding. Senior leaders regularly check the quality of teaching and have high expectations of teachers' performance. This has led to a consistency in the quality of teaching which has had a positive impact in accelerating pupils' progress.
- In the Early Years Foundation Stage, adults provide interesting and practical activities that effectively meet children's needs. There is a good balance between activities led by adults and those chosen by children. Adults effectively show children how to improve their skills, such as using play dough to form different letters of the alphabet.
- Teachers have good subject knowledge and explain new ideas clearly and confidently. Teachers have high expectations of what the pupils can achieve and pupils respond positively by getting on well with their work.
- Teachers and teaching assistants use questioning effectively to find out what pupils know and to extend their knowledge and understanding.
- Teaching assistants provide effective support to teachers and pupils, particularly when working with disabled pupils and those with special educational needs and or disabilities. Interventions by adults, whether on a one-to-one basis or in small groups, are very effective in supporting those pupils' individual learning and social needs.
- The quality of marking and the way teachers provide feedback to pupils on their work have had a good impact and the way pupils respond to this advice is evident in books. The feedback that

teachers provide in books helps pupils know what they have done well and how they can improve.

- In the more successful lessons, teachers make it clear to pupils what they are going to learn. The pace of learning is maintained throughout and teachers make regular checks on pupils understanding so that they can be moved onto their next stage of learning as soon as they are ready. However, in a minority of lessons, these checks are not made regularly enough by teachers and this can slow progress, particularly for the most able.
- Pupils' writing is of a good quality in all books, most notable in the extended writing books for literacy. Pupils are given sufficient opportunities to write at length within other subjects. However, teachers do not yet expect the same standard of work in these books.

The behaviour and safety of pupils are good

- In lessons, pupils are keen to learn and attitudes are positive. Pupils behave well, follow instructions, work cooperatively and try their best. For example, in a Year 6 lesson, pupils' behaviour was outstanding as they learnt about aspects of music.
- Pupils' behaviour is good. Relationships are strong and expectations are clear. Around school, pupils display good manners and behaviour. They treat staff, visitors and each other with courtesy and respect.
- Pupils have a good understanding of the different types of bullying, such as physical, cyber and name-calling. They say that bullying 'is not tolerated at Pelsall Village School' and are very confident that staff would deal with bullying very quickly if it did occur.
- Considerable effort has been put into reducing absence and this has had a positive impact on attendance rates, which have improved over time and are now above average.
- All parents who responded to Parent View and those who spoke to inspectors are happy that their children are safe in school.
- The school's work to keep pupils safe and secure is good.
- Pupils are enthusiastic about taking on responsibilities such as being members of the school council and play leaders for the younger pupils; they carry out their roles diligently and, in so doing, they give pupils a voice in how the school develops.

The leadership and management are good

- The headteacher provides a strong lead by putting a firm focus on continuously improving teaching so pupils can achieve their potential. Leaders and managers expect the best from all pupils and the headteacher sets the tone for this. As a result, the school is well placed to make further improvements.
- The school has a clear and effective system to track pupils' progress. As a result, the school is able to identify quickly where progress is less than good and put in place systems to accelerate learning.
- Plans for improving the school further are accurate and detailed, with clear links to improving the quality of teaching and pupils' achievement. Teachers have clear performance management targets which have helped them to improve their practice.
- Leaders ensure that a wide range of extracurricular activities are accessible for pupils, for example Zumba and Boxercise clubs which are available. The primary sports funding is also being used to support and train teachers in the delivery of physical education lessons, and the school has been successful in measuring the impact of these initiatives.
- Pupils have opportunities to practise and secure their English and mathematics skills in other subjects. Pupils enjoy taking part in a wide range of activities, for example working with visiting theatre companies, artists and enterprise groups, as well as a range of trips and visits that help to enrich their experience. This makes a very positive contribution towards pupils' spiritual, moral, social and cultural development and continues to improve pupils' academic and personal

skills. Inclusion is at the heart of this good school; governors and leaders effectively foster good relations, ensuring all pupils have equal opportunity to learn. No group suffers from discrimination and strategies are in place to tackle it if it does occur.

- Safeguarding meets requirements.
- The staff are extremely committed to their work. The staff questionnaires reflect high morale and a strong team spirit.
- The local authority has provided 'light touch' support to this good school.

- The governance of the school:
 - The governing body knows the school well and provides a good level of challenge and support. Governors are knowledgeable about the performance of the school compared to that of other schools nationally. They make sure all safeguarding arrangements are in place and that the school is safe. Governors have attended training to help them fulfil their role and receive external support for managing the performance of the headteacher. Reports from leaders have provided the governors with an accurate view of the quality of teaching and so they are well placed to reward teachers' performance to pay progression. The governing body has a good grasp of the school budget, including pupil premium and the sports funding, making sure it is used to support pupils in order to promote good achievement.

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	104214
Local authority	Walsall
Inspection number	431524

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	333
Appropriate authority	The governing body
Chair	Philip Broadstock
Headteacher	Jane Clark
Date of previous school inspection	7–8 July 2009
Telephone number	01922 682073
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