

Pheasey Park Farm Primary School

Wimperis Way, Great Barr, Birmingham, B43 7LH

Inspection dates 19–20 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require 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 good progress, particularly at Key Stage 2.
- Attainment at Key Stage 2 was below average in writing and mathematics in 2013. Pupils do not write long pieces regularly.
- Mathematics skills are not always developed thoroughly. Pupils do not always get to use these skills to check their understanding.
- Teachers do not always have high enough expectations of how much progress pupils can make in lessons.
- Pupils do not always receive precise guidance on how to improve their work and use this to move their learning on.
- Pupils who find learning more difficult are not always given effective support to help them to make faster progress.
- Leaders, managers and governors have not ensured that the school has improved continuously since the previous inspection so that teaching and achievement are good.

The school has the following strengths

- The new headteacher is determined that pupils receive a good standard of education. She has focused staff on improving teaching to successfully address the previous underachievement in the school.
- Attainment at Key Stage 1 rose to be above average in reading, writing and mathematics in 2013. This improvement has been maintained this year.
- Pupils behave well around the school. Their positive attitudes to learning are supporting their improving progress.
- Pupils say that they feel safe in the school and they are helped to understand how to keep themselves safe in different situations.
- Attendance is above average.

Information about this inspection

- The inspection team observed 30 lessons or part lessons. Three observations were carried out jointly with the headteacher.
- Inspectors spoke to two groups of pupils in meetings and others at playtime and in lessons.
- Inspectors listened to pupils read, looked at their work in books and attended three assemblies.
- Meetings were held with the Chair and Vice-Chair of the Governing Body and three other governors, the headteacher, senior leaders and staff with responsibility for different areas. A meeting was also held with a local authority representative.
- Inspectors spoke with parents as they brought their children to school and considered written correspondence from parents. Inspectors also considered the 55 responses to the online Parent View survey. The completed questionnaires from 63 staff were reviewed.
- The inspection team reviewed a range of information, including the school’s own data on how well pupils are progressing, its review of its performance and plans for the future, minutes of meetings of the governing body, documents relating to the management of the performance of staff, behaviour, attendance and safeguarding information.

Inspection team

Susan Williams, Lead inspector

Additional inspector

David Beddard

Additional inspector

Enid Korn

Additional inspector

Judith Tinsley

Additional inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of pupils who receive the pupil premium is below average. This is additional government funding for pupils known to be eligible for free school meals and looked-after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's floor standards, which set the national expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher took up her post in January 2013. There have been significant changes to the governing body since the previous inspection including a new Chair and Vice-Chair. There have also been changes to staff in middle leadership positions.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good or better by ensuring that:
 - teachers have higher expectations of how much pupils can progress in lessons
 - teachers consistently provide pupils with precise guidance on how to improve their work and check that pupils apply this
 - pupils who find learning more difficult are given more effective support so they make faster progress.
- Raise achievement, particularly in writing and mathematics at Key Stage 2, by:
 - giving pupils more opportunities to write longer pieces
 - developing mathematical skills thoroughly throughout the school and giving pupils opportunities to apply these to develop their understanding.
- Improve the effectiveness of leadership and management by ensuring that:
 - plans for improvement have sharply focused priorities and measurable outcomes that can be monitored regularly by senior leaders and governors
 - the role of middle leaders is strengthened in improving achievement in their areas
 - the governing body provides more challenge for senior leaders to ensure that recent improvements continue.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress, particularly in writing and mathematics at Key Stage 2. Pupils do not get enough opportunities to write longer pieces so that they develop their skills more fully.
- Mathematical skills are not always developed thoroughly throughout the school and pupils do not always have the opportunity to apply these skills in different contexts to develop their understanding.
- The progress of disabled pupils and those who have special educational needs is very mixed across the school and not enough make good progress. The support they receive does not help them to always understand the work and make the best progress in lessons.
- Attainment at Key Stage 2 fell in 2013 and was below average in writing and mathematics. The school's own data for pupils currently in the school demonstrates that this decline has been reversed. Progress is accelerating in these subjects and the school's tracking data shows projected improvements in both subjects for Year 6 pupils.
- Pupils now develop writing in a range of styles and staff have ensured that writing topics are of equal interest to girls and boys. A new calculation policy has meant that the pupils are starting to develop their basic skills of addition, subtraction, multiplication and division more thoroughly.
- Children typically enter the Nursery with skills and knowledge levels similar to those expected for their age. At the end of the Early Years Foundation Stage in 2013 the proportion of pupils reaching a good level of development was broadly average. This year school tracking data shows that this has improved, with the very large majority of pupils projected to reach a good level of development.
- Reading is developed well throughout the school. The school has developed a systematic approach to supporting pupils with their early reading skills. Pupils are able to apply the strategies they have learnt to help them work out how to read more difficult words. Pupils say that they enjoy reading. They like the wide range of books the school provides in the library and they are encouraged to read regularly and take books home.
- Attainment in reading, writing and mathematics at Key Stage 1 improved in 2013 and was above average. School data shows this improvement has been maintained this year.
- The most able pupils are given harder work than others and this is helping them to make better progress. Some pupils in Year 6 receive specialist tuition in mathematics to help them reach the highest levels.
- Pupils known to be eligible for support through additional funding were about six months behind their peers in reading and writing, and ten months behind in mathematics in 2013. Pupils receive a wide range of different support, including one-to-one and small-group support. Progress for these pupils is improving and they now make similar or better progress than their peers. School data shows gaps are starting to narrow for these pupils, although their progress is not consistently good across the school. This shows the school's commitment to ensuring equality of opportunity for its pupils.

The quality of teaching

requires improvement

- Teaching is not consistently good, including in English and mathematics. Teachers do not always have high enough expectations of how much pupils can learn in lessons. Teachers do not always give pupils precise guidance on how their work can be improved. They do not always make sure that pupils apply advice given to their work by doing corrections or thinking about how their work can be improved.
- Tasks set for pupils who find learning more difficult are sometimes too hard, and this slows their progress. On some occasions, they do very little. The support they receive from teaching

assistants and teachers does not always help them make the best progress.

- Pupils' writing is starting to improve. They take care in how they present their work. Teachers ensure pupils have the opportunity to write in a range of styles, but not always at length. Pupils say that teaching is improving and this is making learning more interesting for them.
- Teachers are now developing pupils' skills in learning number in the same way across the school. Pupils access a range of different work in lessons to develop their mathematical skills. For example, pupils in Year 6 enjoyed working out how much fizzy drink members of the class drank to find out how much this cost and what was the average amount drunk. This helped them to use the mathematical skills they had learnt to solve the problem.
- Where expectations are really high, for example in Year 2, pupils make faster progress. Year 2 pupils were able to explain a variety of methods to solve problems and work was challenging.
- Children make a good start to their learning in the Nursery, with interesting activities capturing their interest. Improving teaching across the Early Years Foundation Stage is helping pupils to make better progress this year.
- The most able pupils are provided with work at generally appropriate levels and similar to other pupils in the school, and this is helping them to make better progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well around the school, at lunchtime and in assemblies. Pupils are polite to each other and adults. The school is effective in promoting positive relationships and ensuring that there is no discrimination.
- A new behaviour policy was introduced last year and this is consistently applied by staff. The school has a 'zero-tolerance' approach to poor behaviour and logs all incidents. These have halved and there have been no recent exclusions. Pupils say that behaviour has improved and that now their lessons don't get disrupted by poor behaviour. Parents who spoke with inspectors were also pleased with the improvements to behaviour in the school.
- Pupils understand what bullying is and say that very little happens in school. They know who they can go to for help. School records confirm there are very few incidents over time.
- Pupils' attitudes to learning are good. These improved attitudes are supporting pupils' improving progress across the school. Pupils help each other in lessons and are happy to share their ideas with each other. They make an effort to present their work neatly and keep their books in good order. They follow teachers' instructions quickly.
- The school's work to keep pupils safe and secure in school is good. Pupils of all ages said that they felt safe in the school.
- Pupils know how to keep themselves safe from risk such as when they are in water or when they use the internet. They understand the risks of cyber bullying and know what to do about it.
- Attendance has improved and is now above average. Pupils are punctual to their lessons and the school.

The leadership and management require improvement

- Leadership and management require improvement as leaders, managers and governors have not ensured that teaching and achievement have improved so that they are good. Plans for improvement do not have sharply focused priorities and measurable outcomes that can be checked regularly by senior leaders and governors to ensure that actions are making a difference.
- The governing body does not challenge senior leaders enough to ensure that recent improvements continue. Subject leaders are being supported by the head and the senior team to lead initiatives in the areas they are responsible for, but these are at an early stage of

development.

- Performance management has been strengthened and is now more rigorous. Teachers do not get automatic pay awards. These are now linked to their performance and pupils' achievement. Targets for improvement link to appropriate priorities to improve teaching and have been effective in securing improvements in teaching for individuals.
- The headteacher, well supported by her senior team, has been successful in halting the decline in achievement at Key Stage 2. She is determined that pupils receive a good standard of education and has put this at the heart of the decisions she has made.
- Most staff are supportive of the leadership of the school and the changes that have been made. A number of parents commented on the improvements since the new headteacher has arrived, particularly around pupils' behaviour in the school. Self-evaluation is broadly accurate, highlighting the correct strengths and areas for development.
- Priority is given to the teaching of literacy and mathematics. The school lengthened literacy lessons so pupils could get more work done in this subject area. Other subjects, including science, geography, history, and information and communication technology, are taught together through topics. These have included Egyptians and Romans, including a special day. Pupils also have the opportunity to learn German.
- Pupils' experience of school is enhanced by visitors and visits, including a residential visit and trips to the chocolate factory. Information and communication technology features highly in the curriculum and is used to support pupils' learning.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. The behaviour policy promotes respect and tolerance and daily acts of collective worship promote pupils' understanding and tolerance of different faiths.
- The school makes appropriate use of the new sports funding. This has increased the number of opportunities for pupils to take part in competitive events. Pupils proudly showed their medals for third place at the regional gymnastics final. Other events the school provides to encourage pupils' fitness and well-being are a dance festival, boys' and girls' football teams and rugby. The physical education coordinator attends training and trains staff in the school to develop their skills.
- The local authority was not effective in stopping the decline in attainment. Nevertheless, they have provided support for the new headteacher. This ensures senior leaders judge the quality of teaching accurately. They have supported improvements in the quality of teaching, which have been effective.
- **The governance of the school:**
 - Governors are becoming increasingly skilled in understanding the strengths and development areas in the school. However, they have not yet developed their questioning enough to thoroughly hold senior leaders to account for improvements and to ensure these are sustained. Following the previous inspection they commissioned a review of their work and have acted on its findings. They carried out an audit of their skills and restructured their committees. Governors with particular areas of expertise serve on each committee. They are now linked to areas within the school and visit more regularly, meeting staff and pupils.
 - Governors understand the published data about the school and there has been training in this for all governors. All governors attended new governor training and they now have an induction booklet to support new governors in their role. They are aware that the Key Stage 2 data was poor in 2013. They receive updates on the quality of teaching and its impact on pupils' progress and know that these are improving. They know how pupil premium funding is being spent and that gaps are starting to narrow. They are aware of where issues with teaching have been dealt with in the past. They now sign off pay awards for staff and ensure these are linked to the quality of teaching. They have supported the headteacher in not awarding pay increases where teaching has not been strong. They ensure safeguarding meets statutory requirements.

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	104219
Local authority	Walsall
Inspection number	442542

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	627
Appropriate authority	The governing body
Chair	Brenda Etchells
Headteacher	Sally Lanni
Date of previous school inspection	31 October–1 November 2012
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