

# Wilkes Green Infant School (NC)

Antrobus Road, Handsworth, Birmingham, B21 9NT

**Inspection dates** 23–24 September 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

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

- Pupils currently in school, including some of the most able pupils are not achieving as well as they could, especially in reading.
- The gap between the attainment of boys and girls, particularly in reading, is not closing rapidly enough.
- Expectations of what children in the Early Years Foundation Stage can achieve are not high enough.
- Teachers do not question pupils effectively to know what they can and cannot do, so work is not always set at the right level to effectively develop pupils' understanding of basic skills.
- Reading is not taught well. Not all teachers are confident with the school's new phonics approach (the sounds letters make). Some pupils say that they do not enjoy reading and cannot use phonics well enough to help them read with confidence.
- Pupils' behaviour requires improvement. Lapses in behaviour in lessons by a small number of pupils is not always dealt with consistently and so they lose concentration for short periods of time.
- Leaders do not use the systems that are in place to give them a clear picture of the impact of teaching on attainment and progress of all groups of pupils. Teachers' assessments are not checked rigorously to ensure that they are accurate.
- Governors do not gather their own evidence to provide independent challenge to school leaders.

### The school has the following strengths

- The actions taken by leaders have improved the quality of teaching and pupils' attainment in writing and mathematics.
- The school cares for pupils well. Arrangements to help children settle in the Nursery ensure they feel comfortable quickly. Pupils and their parents are confident that adults are approachable, kind and always willing to help.
- The pupils benefit greatly in spiritual, moral and social development from the highly inclusive nature of the school, the events and activities provided, and good involvement in the local community.
- The actions of leaders have increased pupils' attendance significantly.
- The pupils enjoy being at school and say they feel safe. This is because the school's work to keep pupils safe and secure is good. Parents agree.

### Information about this inspection

- Inspectors observed a range of lessons involving ten teachers. Some teaching was observed jointly with school leaders.
- Inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at documentation, including improvement plans, the systems for tracking pupils’ progress, the arrangements for safeguarding pupils and samples of pupils’ work. They heard groups of pupils reading and spoke with pupils about behaviour and the safety arrangements at the school.
- There were too few responses to the online Parent View to provide information about parents’ opinions of the school. Account was taken of the views expressed by those parents who spoke with the inspectors at the start of the school day or who wrote letters. The inspectors also considered 19 staff questionnaires.

### Inspection team

Michael Bartleman, Lead inspector	Additional Inspector
Sarah Noble	Additional Inspector
Susan Hickerton	Additional Inspector

## Full report

### Information about this school

- In this larger than average-sized infant school a large majority of pupils speak English as an additional language. There are 14 different ethnicities in school; the largest groups are of Indian, Pakistani or Bangladeshi heritage.
- A far higher proportion of pupils than average arrive at the school speaking little or no English. This proportion is increasing.
- The proportion of disadvantaged pupils known to be eligible for pupil-premium funding is above average.
- The proportion of disabled pupils and those who have special educational needs including those pupils supported by a statement of special educational needs is similar to that found in most schools. No pupils have an education, health and care plan.
- There have been considerable staffing changes since the previous inspection.
- There are three classes each in Years 1 and 2. The Early Years Foundation Stage consists of three Reception classes and one Nursery class with morning and afternoon sessions.
- The school shares its site with the attached junior school.

### What does the school need to do to improve further?

- Improve teaching so that it has a better impact on pupils' progress by ensuring that:
  - there are consistently high expectations of pupils' behaviour in lessons
  - teachers' questions deepen and extend pupils' knowledge and understanding
  - tasks get the best out of pupils whatever their ability
  - teachers in the Early Years Foundation Stage have higher expectations of what children are capable of achieving.
- Raise attainment in reading, by ensuring that:
  - all staff have the skills to ensure good teaching of phonics
  - pupils' interest and levels of concentration improves
  - the gap between the attainment of boys and girls is closed rapidly.
- Improve the effectiveness of leadership and management, including governance, by ensuring that:
  - senior and subject leaders have systems which are well organised and rigorous enough to enable them to gather and accurately analyse the achievement of pupils and the impact of teaching
  - governors have a deeper understanding of the achievement of particular groups of pupils and hold leaders fully to account
  - senior leaders ensure that teachers' assessments are accurate.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved

## Inspection judgements

### The leadership and management requires improvement

- Not enough has been done by the school's leaders to secure consistently good achievement for all groups of pupils across the school, including the Early Years Foundation Stage.
- Leaders' evaluations of the effect of teaching are sometimes over generous. They do not focus enough on the impact that teaching has on pupils' achievement. As a result, teachers are not held rigorously to account for the progress pupils make. Despite improvements since the previous inspection, achievement in reading and for those who are most able is not good enough.
- Teachers' assessments are not rigorously checked for accuracy. This has led to a slightly inaccurate view of progress of individuals and groups of pupils. Leaders are currently developing the school's new approach to assessment.
- Systems for analysing how well the school is improving are not effective. Although the school has a wealth of assessment information, it is not analysed systematically. Agreed strategies for teaching and managing behaviour are not applied consistently across the school.
- Several subject leaders and others with leadership responsibilities are new to their roles. Apart from the mathematics subject leader, they have not begun to provide support for teachers on how they can improve the quality of their teaching. Their knowledge of school data is rather limited.
- The management of teachers' performance is well structured but not always firmly linked to pupils' achievement. There are occasions when expectations are not high enough and do not have sufficient impact on improving teaching as quickly as is needed. Newly qualified teachers have been well supported by the deputy headteacher.
- Improvements that have taken place since the previous inspection include the successful work to raise levels of attendance and improvements in the range of experiences offered, as well as in the teaching of mathematics and writing which show that leaders have the capacity to improve the school.
- Subjects and topics covered by the school are broad and balanced. They are enriched, for example, through the use of the school's local area and include many visits. The school also provides a good range of extra-curricular activities and clubs.
- Pupils develop their spiritual, moral, social and cultural awareness through a range of activities throughout the wide and varied curriculum. The school actively fosters kindness and tolerance for one another. As a result, pupils have a clear sense of right and wrong. The school is preparing pupils well for life in modern Britain. There are no recorded racist incidents.
- Most parents and carers who spoke to the inspector were supportive of the school. However, a few parents feel that they are not kept informed about changes to the school, including the staff and curriculum, and that their concerns about progress and reading are not being addressed quickly enough. The inspection team did not find evidence to support their concerns.
- Leaders work well with professionals from health and specialist education services to meet the needs of disabled pupils and those with special educational needs.
- The additional funding the school receives for sport is used to promote wider participation in a range of activities. School information shows that there has been increased participation in sporting activity since the start of the funding.
- The pupil premium funding is allocated effectively. This means that pupils supported by this funding attain higher levels of skill than those seen on a national basis.

- The local authority has kept the performance of the school under review but has not been aware of the decline in the effectiveness of the school.

#### ■ The governance of the school:

- The governing body is supportive and takes great interest in the activities of the school. Governors are actively involved in the life of the school. They visit and attend school special events and have good links with the local community.
- Although they are regularly informed about pupils' progress and teachers' work through detailed reports from the headteacher, governors do not challenge these reports robustly. They do not have sufficiently rigorous systems in place to check the accuracy of the reports and of the impact on pupils supported by the pupil premium. This limits their ability to hold school leaders to account. They know about the school's strengths and weaknesses but do not monitor school developments thoroughly, including the impact of primary sports funding.
- Governors are aware of the school's arrangements for staff pay and progression, including that of the headteacher, but do not yet use this information to ensure that movement up pay scales is closely linked with improvements to the quality of teaching and pupils' progress.
- Governors ensure that safeguarding including recruitment of new staff in the school meets requirements and that the school's financial arrangements are secure.

### The behaviour and safety of pupils requires improvement

- The behaviour of pupils requires improvement. Pupils are not always as focused and quiet as they need to be in class, to help all pupils make the best possible progress. Some pupils do not settle quickly to the given tasks.
- Not all teachers have sufficiently high expectations of the pupils' behaviour, nor stop minor types of inappropriate behaviour quickly enough to ensure that all pupils are working hard. This is because not all teachers implement the school's agreed behaviour management systems with the same vigour.
- The behaviour of pupils as they move in and around school is calm and orderly. They are polite and caring towards one another. They can talk about one another's achievements. The school's inclusive nature means that pupils recognise and celebrate one another's strengths and differences. Year 2 pupils are enjoying their roles of buddies and monitors, which are having a good impact on their personal development.
- The zoning of the playground at lunchtime by the sports coach ensures that pupils are active and safe. Adults say that behaviour at lunchtime has improved as a result.
- The school's work to keep pupils safe and secure is good. All statutory arrangements for safeguarding are met. Pupils learn how to keep safe, for example, when using the internet or when near roads. Discussions with pupils showed they understand about different types of bullying, including cyber bullying. They stated that bullying rarely happens at this school.
- All parents who spoke with inspectors agreed that their children are kept safe in school. The staff questionnaire also included positive comments on the safety and care of pupils.
- Pupils say that they feel safe and happy at school. They are eager to talk to visitors about the many things that they love about their school, how the teachers 'care about us' and the visits beyond the school. They understand the school's reward systems and respond well. They particularly like 'Mr Whistle' rewards that the midday supervisors have introduced.
- Attendance has recently improved significantly. Pupils' low level of attendance has been reversed and so it is now above average. This reflects the progress which the school has made in making sure that parents understand the importance of pupils having 100% attendance. There have been no exclusions since the previous inspection.

**The quality of teaching** requires improvement

- Teaching does not ensure that all pupils make good progress in their learning. Teachers' expectations of what the pupils can do are not consistently high enough. Teaching does not always ensure that all pupils know what to do. This slows the progress of some pupils.
- Sometimes, when teachers and support staff work with groups of pupils, other pupils in the class either do not have enough sufficiently challenging work to do, or cannot complete the work without some adult help. This results in time wasted and these pupils not making enough progress.
- There are times when pupils lose concentration because they have not understood what they have been taught. That is because teachers' questions do not always clarify pupils' ideas or check on and deepen pupils' knowledge and understanding.
- Phonics teaching is not good. The school is implementing a new scheme. During the inspection several teachers revealed a lack of knowledge about phonics and set tasks which did not demand enough of all pupils.
- The improvements in teaching since the previous inspection have slowed a little recently because of the number of curriculum and organisational changes.
- Where teachers' expectations are high, pupils need to think hard and extend their understanding. A typical example was when pupils were challenged to use a thesaurus to extend their range of adjectives and to develop an understanding of 'synonyms'.
- Teachers' marking of pupils' work shows improvement over time. In mathematics, this means pupils understand what they have to do to reach the next stage in their work.
- Teachers have been given good support by the mathematics subject leader to develop outside learning and using real contexts for calculations in 'Money Week' and mini enterprise days. Out of class support for more-able pupils has proven effective in raising standards.
- Relationships are warm and respectful in all lessons. All groups of pupils, including those from Indian, Bangladeshi and Pakistani backgrounds enjoy their learning. They frequently work cooperatively. Homework is set on a regular basis.
- Pupils who speak English as an additional language are supported well by the specialist teacher in additional groups outside the classroom and make good progress in their language acquisition. In class they do not receive enough support to make the same progress.
- Teaching assistants help pupils to learn well when they work with them in small groups or individually. They make the most contribution to pupils' learning when they are directed by the teachers to focus on specific aspects of learning. In a few cases their lack of involvement limits how they can support pupils.

**The achievement of pupils** requires improvement

- Achievement requires improvement because pupils do not make good enough progress. Attainment in Key Stage 1 tests for reading, writing and mathematics remain average this year but pupils are capable of working at higher levels of skill and knowledge.
- The progress of boys currently in the school in reading is not as good as that of girls. This means that, by the end of Year 2, their attainment is considerably behind that of girls.
- Although more able pupils make adequate progress, inspection evidence shows that too few of the most-able pupils are reaching the highest possible standards in reading. The standard of the work seen in books

occasionally does not match the assessments given by teachers.

- Pupils' progress and attainment in Years 1 and 2 in writing and mathematics has improved because the quality of teaching is more consistent in these subjects.
- Recent actions to improve mathematics are beginning to narrow the gaps in performance of groups of pupils, to develop the confidence of girls and to ensure that the most-able achieve well. In reading the gaps are not closing rapidly enough.
- Published data indicate that overall, standards are average at the end of Year 2. However, evidence from pupils' workbooks and in discussion and hearing them read, shows that progress through the school is not consistently good. Nevertheless, most pupils are adequately prepared for their next stage of education.
- While the school fosters good relations amongst all groups of pupils and makes sure there is no discrimination, there remain some inequalities in opportunities for learning. For example, the support for disabled pupils and those with special educational needs in lessons is not yet consistent enough across years and subjects to ensure that these pupils always make good enough progress.
- Pupils from Indian, Bangladeshi and Pakistani backgrounds make similar progress to their classmates because they enjoy their work and have good relationships with the adults in the class.
- Disabled pupils, those with special educational needs and those who speak English as an additional language make adequate progress. They make good progress when they receive support individually or in small groups from teachers and skilled support staff. Their progress is less rapid when working on their own because the tasks are either too difficult for them or not purposeful enough to move them on in their learning.
- Pupils are learning phonics more quickly now that a whole school scheme has been implemented. However the link between phonics, reading and writing is not always sufficiently developed. In the national phonics screening check in 2013, a lower proportion of pupils than that seen nationally reached the expected standard. School results for 2014 show that results have improved.
- Pupils for whom the school receives pupil premium funding make similar progress as their classmates so that the gap in attainment between these pupils and their classmates, in reading is not closing. However, in 2013, the attainment of this group of pupils was higher than their group nationally.
- The breakfast club provides good opportunities for pupils to play and learn together, and this helps to promote pupils' spiritual, moral, social and cultural development well. For example, the games they play enable them to develop good social skills by taking turns and listening to each other.

### **The early years provision**

### **requires improvement**

- The quality of teaching in the Early Years Foundation Stage requires improvement and so children do not make good progress.
- Children enter the school in the Reception and Nursery classes with skills that are below the levels typical of their age. When they enter Year 1, standards are below average because adults do not always provide a rich array of experiences which are finely tuned to their needs so children's levels of skills and knowledge remain below those expected for their age at the end of Reception. Adult expectations of what the children can achieve are not high enough.
- Children settle quickly into the routines of daily education in the Nursery and Reception classes because all staff are welcoming and give good levels of care and attention to each and every child. Parents and carers commented on how quickly the children had settled this term due to helpful, well-managed integration into the school when children start Nursery.

- Children behave well. A good ratio of adults to children means that there are plenty of staff around to show children how to improve their skills. Children's independent skills are not promoted equally well in all Reception classes. Staff set up a wide range of interesting activities to develop skills in all areas of learning, although the outside area is not as enticing as the classrooms.
- The teaching of phonics requires improvement. Teachers' planning does not effectively take account of what children already know so learning is not as rapid as it could be. Staff do not always intervene quickly enough during child selected activities to reinforce correct use of language or to challenge children further. All children, including those who are most able, those who are disabled and those with special educational needs, have fun in their learning and make similar progress.
- Planning of adult led activities is not always based on what the children can already do because assessments are not systematic or regular enough. Leaders do not analyse assessment information in sufficient detail to understand the strengths and areas for development of the classes or specific year groups.
- Leadership and management of the Early Years Foundation Stage is at an early stage of development and the recently appointed leader has not started to support teachers with how the provision may be further improved. All welfare and safeguarding requirements are met.
- Children make effective progress in their personal and social skills. Children in the Nursery class quickly become independent, enabling them to access the good range of activities available to them. Children are shown how to speak and listen well by adults which develops their vocabulary and language skills successfully.



## 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

<b>Unique reference number</b>	103308
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	448246

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

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	358
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zillah Frances
<b>Headteacher</b>	Heather Brookes
<b>Date of previous school inspection</b>	15 July 2010
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