

# Edgar Stammers Primary Academy

Harden Road, Coalpool, Walsall, WS3 1RQ

**Inspection dates** 7–8 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Inadequate</b> <b>4</b>
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Early years provision	Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that has serious weaknesses.

- Pupils' achievement is inadequate, and has been since the academy opened. They do not make enough progress across Key Stages 1 and 2.
- Standards in reading, writing and mathematics are well below the national average at the end of Key Stage 1. Phonics (letters and sounds) have not been taught well enough in Years 1 and 2.
- At the end of Key Stage 2, standards are well below average in reading and mathematics. Consequently, pupils are not well prepared for their secondary education.
- Teaching has been inadequate since the academy opened, and there is still not enough strong teaching.
- Teachers do not always plan work that is at the right level of difficulty, or adapt their teaching during lessons to extend pupils' learning.
- There are not enough opportunities for pupils to develop their reading, writing or mathematical skills by applying them in different subjects.
- Although improving, attendance is well below the national average.
- Pupils' behaviour requires improvement because when work does not interest or challenge pupils, some lose concentration and are not fully involved in their learning.
- In the first twelve months as an academy, leaders and governors were not effective in improving the quality of teaching or raising pupils' achievement.
- Some leaders lack experience in managing their subjects or phases. They are not yet contributing fully to bringing about improvements to the quality of teaching in their areas.
- New policies and systems for improvement are not applied consistently by all staff, particularly those linked to behaviour, literacy and numeracy.

### The school has the following strengths

- Children in the Nursery and Reception classes make good progress because of improved teaching and well-targeted support.
- The newly appointed headteacher and deputy headteacher are taking positive steps to improve teaching and increase pupils' progress.
- The newly reformed governing body is increasingly challenging senior leaders to do better.
- The academy sponsors are providing good support and training for staff in developing leadership and management skills and improving teaching.
- Provision for pupils' social, moral, spiritual and cultural understanding is effective.
- The arrangements to keep pupils safe and secure are good. As a result, pupils feel safe and well looked after.

## Information about this inspection

- Inspectors visited 17 lessons to observe the progress and engagement of pupils. Three of these were joint observations with the deputy headteacher. Shorter visits took place to look at displays and pupils' work.
- Inspectors examined pupils' books, talked to pupils about their work and heard them read.
- Other aspects of the academy day were observed, including breakfast club, pupils' behaviour at break and lunchtime, and their arrival and departure from the academy.
- Inspectors held discussions with the headteacher, senior staff and a phase leader. Meetings took place with six governors, including the Chair of the Governing Body, and two representatives from the academy trust.
- Discussions were held formally with four groups of pupils, and informally with a number of pupils in lessons and at break and lunchtime.
- Inspectors took account of the views of 12 parents who responded to Parent View, the online questionnaire, and 23 responses to the staff questionnaire. They spoke briefly to parents as they brought their children to school in the morning, and with a group of parents who were taking part in breakfast club.
- A wide range of documents was reviewed, including: information on pupils' current attainment and progress; the academy's self-evaluation and improvement plans; checks on the quality of teaching; attendance records and behaviour logs; minutes of governing body meetings; documents relating to students' safety; and, documents relating to the management of teachers' performance.

## Inspection team

Ann Behan, Lead inspector

Additional Inspector

Cliff Mainey

Additional Inspector

Helen Owen

Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.*

### Information about this school

- Edgar Stammers Primary Academy became an academy on 1 July 2013. When its predecessor school, Edgar Stammers Primary School, was last inspected by Ofsted, it was judged to require improvement.
- The academy is sponsored by the Education Central Multi Academy Trust.
- The provision for early years consists of two part-time Nursery classes and two full-time Reception classes.
- The academy is a larger than an average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of disadvantaged pupils supported by the pupil premium is well above the national average. This is additional government funding for pupils who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The academy does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The headteacher, deputy headteacher and the leader of early years took up their posts in September 2014.
- The governing body was restructured and reformed in September 2014.
- The academy provides a breakfast club for pupils.

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

- Improve teaching to good so that pupils make faster progress, and standards rise, by making sure that teachers:
  - use pupils' progress information to plan work that is at the right level of difficulty to challenge pupils of all abilities
  - adapt teaching and reshape tasks in response to pupils' learning in lessons
  - give pupils more opportunities to practise their reading and writing skills in different subjects
  - provide more opportunities for pupils to use their mathematical skills and knowledge in practical, problem-solving situations
  - teach phonics consistently well throughout Key Stages 1 and 2.
- Improve pupils' behaviour and attendance by making sure that:
  - teachers and teaching assistants manage pupils' behaviour in line with the academy's behaviour policy
  - staff work closely with parents to raise their awareness of the importance of good attendance.
- Strengthen leadership and management by making sure:
  - all policies, particularly those for behaviour, literacy, numeracy and marking, are consistently applied by all staff so that pupils make good progress and behave well
  - training is provided to develop the skills of subject and phase leaders, and time is given for them to fulfil their roles in raising standards and improving the quality of teaching within their areas.

## Inspection judgements

### The leadership and management

### require improvement

- The academy has not improved quickly enough from its opening in July 2013. The first set of published results in 2014 were well below what was expected. Leaders and governors did not make sure that teaching was of a high enough standard, that pupils made good progress, or that they attended regularly and behaved well. There were limited systems in place to hold staff to account for their performance.
- Now, under the leadership of the new headteacher and deputy headteacher, and the restructured governing body, the quality of teaching and pupils' progress is improving and behaviour is also getting better. This demonstrates the capacity of leaders to sustain improvement.
- School leaders have a clear and accurate picture of the areas that need to improve. They have introduced better systems for checking the quality of teaching and managing staff performance. They are effectively tracking pupils' progress, behaviour and attendance. The large majority who responded to the staff questionnaire were positive about work of the school and the new leadership.
- The leadership and management of teaching are improving. Senior leaders have correctly identified what needs to be done to improve standards and raise achievement, and their new strategies and policies have already secured improvements in teaching and learning. However, not all staff are applying these policies consistently, particularly those related to literacy, numeracy, behaviour and marking. As a result, progress and behaviour are not consistently good.
- Middle leaders, some new to their roles, are keen to improve the work in their areas, but they lack experience and have had limited time to fulfil their roles effectively. Therefore, they are not yet contributing to improving the quality of teaching and raising achievement in their subjects.
- A new system for managing the performance of staff, introduced this academic year, is having a positive effect on raising standards. Targets for teachers and teaching assistants now focus on the quality of teaching and improving pupils' achievement. Rigorous monitoring systems are now identifying areas of weakness, and good support is available for staff to help them improve. Targets are now linked closely to the salary progression of staff.
- In the first year of the academy, the curriculum failed to promote English and mathematics effectively and did not provide enough opportunities for pupils to experience a wide range of other subjects. A new curriculum is being introduced and, although in its early stages of development, is having a positive effect on pupils' engagement and attitudes to learning.
- The academy promotes pupils' spiritual, moral, social and cultural development effectively through the celebration of different cultures and religions in lessons and assemblies. It provides opportunities for pupils to take part in after- and before-school clubs, and a number of educational visits and trips that give pupils opportunities to widen their experiences. Staff work hard to make sure that pupils understand British values of tolerance and respect so they are better prepared for life in modern Britain.
- Funding for disadvantaged students is used to give additional teaching and support in English and mathematics, to provide small-group and individual work for pupils, and to help improve attendance. It has given pupils opportunities to take part in after-school clubs and educational trips and visits. Its use has been more effective since September 2014, and the gap between disadvantaged pupils and their classmates is starting to narrow.
- The academy uses the additional primary sport funding very successfully to increase teachers' and teaching assistants' skills and knowledge in the teaching of physical education and sport. It employs a specialist coach who supports teachers during lessons and runs clubs before and after school for different sporting activities. As a result, for the first time this year, pupils have attended swimming lessons, taken part in dance sessions, and a number of teams are representing the academy in different sporting tournaments.
- The academy promotes equal opportunities and there is no evidence of discrimination.
- Although only a small sample, parents who spoke to the inspectors and the few who responded to the online questionnaire have a mixed view of the academy. Some spoke positively about the improvement of pupils' behaviour and confirmed that their children felt safe and well cared for by staff. A few raised concerns about safety and behaviour and the communication between staff and parents.
- The academy sponsor gives good support to governors through training and membership on the governing body. The sponsor has provided experienced consultants to work alongside the special needs coordinator and newly appointed leader of early years. This has helped these staff develop their leadership and management skills and enabled them to bring about rapid improvements in their responsibility areas.
- Safeguarding arrangements meet statutory requirements. They include effective child protection procedures, regular staff training and governor training, and checks on any adults appointed to work in

the school. Good links with outside agencies help the academy support vulnerable pupils.

- Breakfast club is well run, with good attention to hygiene and ensuring that pupils are safe.

#### ■ The governance of the school:

- Since the restructuring of the governing body, in September 2014, governors have benefited from a large amount of training provided through the academy's sponsor. They now have a better understanding of the academy's strengths and weaknesses, are committed to improving all aspects of its work, and are now more effective in challenging leaders to do better.
- Through their training, governors are able to use information on pupils' progress to compare the performance of the academy with others nationally. They have a better understanding of the quality of teaching through regular visits to the academy, speaking to senior leaders, staff and pupils, and looking at pupils' work.
- Governors are clear about their role in overseeing the systems for managing staff performance and links between staff targets and salary progression.
- Governors manage the finances of the school well. They carefully monitor spending of additional government funding and have a better overview of the impact this has on the achievement of disadvantaged pupils.
- Governors oversee all statutory child protection and safeguarding policies and procedures. They make sure that the academy promotes British values of respect and tolerance, and that the curriculum provides opportunities to prepare pupils for life in modern Britain.

### The behaviour and safety of pupils

### requires improvement

#### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' behaviour has improved this academic year. Incidents of inappropriate behaviour have significantly reduced from a high starting point. The senior leadership team has introduced a new policy for managing behaviour and made better use of behaviour and support plans for individual pupils.
- At the beginning of the year exclusions rose. This was because the academy had raised its expectations of pupils' behaviour and there was a period of adjustment. Current academy records show that exclusions are now reducing and behaviour is improving rapidly.
- In well-planned lessons, when work is set at the right level, pupils are keen to learn, are enthusiastic to succeed and behave well. When work is either too hard or too easy, pupils lose interest, are not fully engaged, become restless and distracted and their learning is disrupted. In these lessons staff do not always apply the academy's behaviour policy consistently.
- Around the academy and in breakfast club, pupils are pleasant, polite and friendly. They get on well and show respect for adults and one another. They are proud of their school and respect the buildings, grounds and classrooms by helping to keep them tidy and free from litter.
- The academy is working hard to raise parents' awareness of the importance of good attendance. It has appointed a member of staff to work closely with families of pupils who are regularly absent, and has introduced more rewards for good attendance. As a result, attendance is improving and the number of pupils who are regularly absent is reducing. Nevertheless, current figures show that attendance is still below average and the number of pupils who are regularly absent is above average.

#### Safety

- The school's work to keep pupils safe and secure is good.
- All pupils spoken to during the inspection said that they feel safe in school and that adults care for them. Pupils are aware of the importance of e-safety. They know who to speak to if they have concerns about the use of the internet at home or in the academy.
- Younger pupils told inspectors that bullying is rare, and on the few occasions that it happens adults deal with it quickly and effectively. Older pupils said that, although behaviour is getting better and the incidents of bullying reducing, there is still some unacceptable name calling. However, they are confident if they report bullying staff deal with it swiftly.

**The quality of teaching is inadequate**

- The quality of teaching since the academy opened has been inadequate in Key Stages 1 and 2. Teachers' expectations have been too low and there has been a legacy of underachievement across all groups of pupils. However, the new leadership team has brought about steady improvement in the quality of teaching.
- Although there have been improvements recently, teachers do not always use information about pupils' previous learning to plan activities that are at the right level of challenge for different ability groups. In some lessons pupils struggle with their work whilst others find it too easy. Teachers do not always adjust activities in response to pupils' progress, so that pupils do not achieve at the highest levels.
- The good work to improve reading in the early years does not continue in Year 1. Teaching of phonics has been inconsistent and teachers' knowledge of phonics is not always secure. This has had an adverse effect on the teaching of reading. A recently appointed member of staff, with expertise in phonics, is working with staff to improve their skills, and this is having a positive effect on the teaching of reading.
- Work in books shows that the progress of pupils is improving, although not consistently across all classes. The most improvements are in Year 6 and early years.
- Reading is a priority identified for improvement by the academy leaders and there is greater emphasis on hearing pupils read. However, tracking of pupils' progress in reading is still not consistent across the classes. Some pupils have good records of their progress in their reading logs, whilst others are not clear about the books they have read or the progress they are making. Pupils are encouraged to read in English lessons, but there is not the same opportunity for them to widen their reading across other subjects.
- In mathematics, pupils are not provided with enough problem-solving activities to help them apply their knowledge and understanding of mathematical skills. Consequently, not enough pupils are reaching the higher levels in national tests. However, recently, teaching of mathematics has improved. For example, in a class of Years 1 and 2 looking at division, pupils were using a variety of resources to experiment and develop ideas that matched their different abilities. The teacher and teaching assistants were using probing questions to deepen pupils' understanding and help pupils to explain their ideas.
- Although improving, the teaching of writing is still not effective enough. In many lessons, pupils of different abilities complete the same work, so that the most-able pupils are not given the opportunity to extend their writing skills and the less-able are not always given advice on how to structure their work. There are not enough opportunities for pupils to practise their writing skills in subjects other than English.
- Teachers do not provide enough challenge for the most-able pupils. This means that these pupils do not make rapid progress and not enough are achieving higher levels in national tests.
- The academy has introduced a new marking policy that most of the staff are using effectively. Work is generally marked with clear feedback on how to improve, and pupils told inspectors this is very helpful. However, the quality of marking varies across classes.
- In most lessons, teaching assistants contribute well to pupils' progress. They work alongside the teachers providing extra support for disadvantaged pupils, disabled pupils and those who have special educational needs so that these pupils make progress at least as well as their classmates. Many are making better progress, given their low starting points.

**The achievement of pupils is inadequate**

- Pupils' achievement since the academy opened is inadequate. In its first year, pupils in Key Stage 1 and Key Stage 2 did not make enough progress in reading, writing and mathematics.
- Children join the Nursery with skills and understanding that are well below those expected for their age, especially in communication, language, literacy and mathematics. Although they make good progress from very low starting points in Nursery and Reception, they start Year 1 with well below average levels of attainment.
- The proportion of pupils achieving the nationally expected levels in reading in the Year 1 phonics check, in 2014, was well below the national average, reflecting inadequate progress. Pupils do not have a secure grasp of phonics skills and this holds back their ability to read. Academy information shows that current Year 1 pupils are further on in their reading this year, but they are not yet at the levels they should be working at.
- In 2014, standards were well below average by the end of Key Stage 1 in reading, writing and mathematics. By the end of Year 6, in 2014, pupils' attainment was also well below average in reading and mathematics. Even given their low starting points, this represents inadequate progress in the time pupils have been in the academy. Pupils' progress in writing, however, was better.

- The attainment of disadvantaged pupils, supported by pupil premium funding, is below that of others in the academy and nationally. In 2014, disadvantaged pupils ended Year 6 approximately five terms behind their classmates in reading, one and a half terms behind in writing, and four and a half in mathematics. In relation to other pupils nationally, they were approximately six terms behind in reading and mathematics, and two and a half terms behind in writing. Current academy assessment information shows the progress of disadvantaged pupils is improving and the gap between them and their classmates is starting to narrow.
- The most able students do not achieve their full potential because, in some lessons, work does not stretch or challenge them. Previously, very few reached the higher levels in national tests. However, current assessments indicate more are working at higher levels this year.
- Progress of disabled pupils and those with special educational needs has been inadequate since the academy opened. However, new tracking systems, introduced this year, are enabling staff to provide more focused individual help, and current assessment information shows these pupils are making better progress than their classmates.

### The early years provision

### requires improvement

- Children join the Nursery with skills and understanding that are well below those expected for their age, especially in communication, language, literacy and mathematics. In 2014, by the end of Reception children had not made sufficiently rapid progress to prepare them well for Year 1. This was as a result of teaching which was not consistently good and limitations in the tracking of children's progress.
- A new early years coordinator was appointed in September 2014, and under her increasingly effective leadership the provision and the quality of teaching in the Nursery and Reception classes are improving.
- Children in the early years are now making more rapid progress than in the past. Typically, this is faster than that of older pupils in the academy.
- Children are now being better prepared to start Year 1. This is because more effective teaching is helping children develop their communication, language, literacy and numeracy skills through play activities, working with adults, inside the classroom and using outside areas.
- Adults skilfully ask children questions and talk to them about their learning. They correct mispronunciation, introduce new vocabulary, help them to recognise number and to understand counting.
- Most children are now developing their early reading and writing skills well because of the systematic way staff teach the names and sounds of letters.
- Relationships between staff and children are strong and children settle quickly into the Nursery, grow in confidence and develop the skills needed to become good learners. Well-planned classrooms provide good learning experiences; children have access to a wide range of activities in a safe and secure environment. Arrangements for keeping children safe are robust.
- Staff are now keeping detailed records of children's progress in learning journals. These make sure staff have an accurate understanding of the progress that children are making, and are used very effectively to plan activities that match children's needs.
- Children behave well. Staff have high expectations and there are well-established routines, which are consistently applied. The high quality care and nurturing by staff allow children to achieve increasingly well and to enjoy 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

<b>Unique reference number</b>	139610
<b>Local authority</b>	Walsall
<b>Inspection number</b>	462544

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy alternative provision converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	327
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Sullivan
<b>Headteacher</b>	Sue Winson
<b>Date of previous school inspection</b>	Not previously inspected as an academy
<b>Telephone number</b>	01922471390
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