

Foley Park Primary School and Nursery

Northumberland Avenue, Kidderminster, Worcestershire DY11 7AW

Inspection dates	2–3 December 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers have high aspirations for the school, determined that pupils will be well equipped to move onto secondary school.
- Pupils make good progress through the school so that they reach standards in reading, writing and mathematics that are in line with national averages.
- Teaching, learning and assessment have improved rapidly since the last inspection so that the majority is good or better. As a result, pupils enjoy their learning and make progress.
- Children in the early years provision make good progress because their teachers plan activities that match their interests so that they develop a range of skills.
- Leaders mentor and support their colleagues to develop their professional skills.
- Pupils behave well around school. They show respect for their friends and adults in school and are very welcoming to visitors.
- Governors have a clear understanding of the strengths and weaknesses of the school. This enables them to ask questions and challenge leaders to make further improvements.
- Pupils are kept safe. Adults ensure that there is a safe environment and that pupils understand how to keep themselves safe.
- Spiritual, moral, social and cultural development is threaded throughout the life of the school. This is underpinned by the school's values.
- Parents appreciate the chances to participate in activities in the school and so understand better how their children are learning.

It is not yet an outstanding school because

- Sometimes the activities planned for pupils are not quite at the right level and so pupils find it hard to complete the task and lose concentration.
- Teachers have not yet been able to fully benefit from sharing best practice with other teachers, including those in other schools.
- The information gathered about how well pupils are achieving is not yet consistently used effectively. Plans are not always clear enough about what progress is expected of pupils and how this will be evaluated.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by:
 - ensuring that all activities, including challenging tasks, are at the right level for pupils to complete to enable them to remain focused and make progress
 - develop the systems in school that allow teachers to observe each other, and seek out suitable partner schools to share good and better practice.
- Analyses of pupils' achievement should be produced with more detail and precision in order to clearly set out the aims for pupils' progress and attainment and how they can be achieved. The information should then be used more effectively and consistently by leaders and governors.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has been relentless in ensuring that the quality of teaching improves. She is well supported by senior leaders who share her aspirations for the school. Relationships across the school, between staff, pupils and governors ensure that pupils make good progress. As a result, the school has a strong capacity to make further improvements.
- The theme of 'Living and learning' is evident throughout the school, underpinned by the monthly school value, such as 'Kindness December'.
- Senior leaders mentor their colleagues. Thorough monitoring of teaching and learning, using a range of strategies, ensures that teachers are clear about how they can improve their skills. Targets set in the performance management cycle relate to the school's priorities and the progress of pupils. Staff understand that there is no automatic progression up the pay scale.
- Staff have begun to share ideas and good practice across the school so that they benefit from the experience of those who teach in other key stages. So far, the sharing of good practice from other schools has not been consistently successful, although links are beginning to develop.
- Systems in place to evaluate how well pupils are achieving means that there is always up-to-date information. This enables staff to respond quickly to any underachievement. However, this has not been given the in-depth scrutiny that would ensure that improvement plans are focused and detailed. This means that leaders and governors find it difficult to fully evaluate the impact of any interventions.
- Leaders are committed to ensuring that there is equality of opportunity for all pupils and that there is no discrimination. Leaders use pupil premium funding well. Pupils are particularly helped to make progress because their emotional needs are met through a support group. Funding helps ensure that disadvantaged pupils are able to take part in all the school's activities, including residential experiences.
- The school uses support from a range of professionals to help it make good provision for pupils, particularly disabled pupils and those who have special educational needs. These pupils, therefore, make good progress.
- Pupils are excited by the different subjects they learn. They describe how different activities are linked together: for example, Year 3 learning to use metric measures prior to 'building' Big Ben following their trip to London to the Houses of Parliament. The opportunity to use English and mathematics skills across the range of subjects helps pupils make good progress.
- Spiritual, moral, social and cultural development is very strong. Pupils learn about different cultures and faiths and visit places of worship to deepen their understanding. They enjoy the opportunity to experience live theatre, as was demonstrated by the enthusiasm following the trip to the pantomime. Pupils reflect on their world and how they can be kind to each other and to those further away. They like to be 'caught' demonstrating one of the school's values.
- Pupils show a developing understanding of the issues facing our world and how the British values, such as respect and tolerance, fit with these challenges.
- The primary physical education and sport funding is used to promote excellent skills in physical education through the training of staff alongside a sport professional. Access to the activities with other local schools ensures that pupils are experiencing a broader range of sporting activities.
- The majority of parents appreciate what the school does for their children. They told inspectors how they feel they can approach staff and talk about their children's progress. They also spoke of how they enjoy the opportunity to come into school and share in their children's experiences, such as the 'values assembly' at the beginning of the month and 'come to school' mornings. 'It helps me know what she is learning...' is how one parent described the effect of these opportunities.
- The local authority has given good support to the school since the previous inspection, particularly in developing the senior leadership team so that it is an effective driver of improvement in the school.
- **The governance of the school**
 - Since the previous inspection governors have reviewed their work and the skills they have as a governing body. They are now better able to monitor and evaluate the work of the school. They ensure that, through discussions and sitting in on meetings between staff, they have a good understanding of the information they are given and so are able to ask questions and challenge leaders about their plans and the progress pupils make.

- They know about the quality of teaching and have supported the headteacher as she has ensured that this has improved. They understand how pupil premium funding is spent and the impact this has on the progress of pupils who may be disadvantaged. They know and understand how the sport funding is used to improve the skills of staff and pupils. However, the reporting of how the funding is spent does not always clearly explain how this has made improvements for pupils.
- The arrangements for safeguarding are effective. Staff are vetted according to current guidelines. Parents know how their children are kept safe. Documentation is regularly reviewed and stored safely.

Quality of teaching, learning and assessment is good

- Teachers have good subject knowledge that enables them to plan lessons that ensure pupils learn well and make progress.
- Teachers expect pupils to work quickly and sensibly so that they do not waste time. Adjustments to the classrooms mean that pupils are able to access their resources more efficiently, and they told inspectors how this helps because 'We don't waste time.'
- Adults use questions to help pupils develop their thinking and express their ideas. As a result of the questioning, teachers are able to adjust the activities planned, if necessary, to make sure that pupils continue to progress.
- Teachers plan tasks that suit the learning needs of pupils. They provide challenging activities that help all pupils, particularly the most able, to succeed at higher levels. Occasionally the level of challenge is too great, and pupils find that they do not understand and are unable to complete their task without considerable help. This slows the progress they make.
- Pupils enjoy the opportunity to choose their level of challenge, especially a 'whizzy' task in Year 6. They know that if they choose activities that are too easy an adult will challenge them to choose something harder.
- Teachers use feedback, both orally and in books, to let pupils know how well they have done and what they can do to further improve their work. Opportunities to complete any activities to improve their work are regularly available and pupils told inspectors how useful this is and how they are able to learn from their mistakes.
- Teaching assistants work well with teachers, effectively contributing to the learning of pupils. They work with individuals and with small groups ensuring that they understand and can complete their tasks.
- The needs of disabled pupils and those who have special educational needs are clearly understood. Individual plans, agreed with the special educational needs coordinator and parents, ensure that teachers and assistants are able to plan the right work that helps these pupils make progress.
- The teaching of phonics (sounds that letters make) has been reviewed during the last year. The resulting changes have led to good, consistent teaching and improving progress for pupils.
- Homework is set regularly. It gives pupils a chance to further develop their skills and to deepen their knowledge and understanding of the topics they are studying.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are keen to learn and are developing good skills of independence that will help them be successful learners. They stay focused for long periods of time on the work planned for them and listen carefully to their teacher and to their friends when the work is being talked about. Just occasionally, particularly if the task has been too hard, pupils do not listen as well and do not participate in resulting discussions.
- Pupils say they feel safe in school and their parents agree. Pupils learn how to keep themselves safe, including when using the internet. They learn about fire and road safety, and talk about how the police visit to help them keep themselves safe.
- Pupils say that there is very little, if any, bullying in the school, but they also say that if it occurs they know the adults in the school would 'sort it out'. Most parents agree with their children that any issues around bullying are managed well by the school.

- Pupils who may have difficulties in the way they feel, or are unable to cope with school life, are very well supported as individuals and in small groups. Pupils are helped to understand how they are feeling and why, and to be able to improve these feelings so that they can cope better with their class work and their friends.

Behaviour

- The behaviour of pupils is good. They are polite and respectful and proud of their school. They care about their school and look after it and each other.
- There was no evidence of any disruption to learning during the inspection. School records show that pupils who may find being in class difficult are helped to manage their feelings and work and play alongside their friends.
- Attendance has been rising so that it is now nearer to the national average, and the level of persistent absence has fallen. The school is rigorous in promoting good attendance and pupils are very aware of the weekly class attendance percentages. They are ambitious for their class to achieve 100% attendance.

Outcomes for pupils

are good

- Pupils make good progress across the school from starting points that are below those typically found. Standards at the end of Key Stage 2 have been steadily rising for the last three years. At the end of Year 6 in 2015, pupils attained slightly above the national average in reading and just below in mathematics, English grammar and punctuation. Writing standards dipped back a bit, but still represent a rising trend. Pupils currently in Year 6 are making good progress and a majority are achieving the standards expected for their age.
- Pupils in Key Stage 1 make good progress, although at the end of Year 2 in 2015 they were still below the national average, despite a slow improvement for the last four years. Current work in books suggests that the progress is continuing to be good and that a majority of pupils are reaching age-related expectations in reading, writing and mathematics.
- Boys and girls mostly make similar progress, although in one or two classes or subjects girls do not make enough progress. The school recognises this and has specially planned programmes in place for girls, although it is too early to determine the success of these.
- Disabled pupils and those who have special educational needs make good progress. Their needs are carefully identified and appropriate plans and support are in place to help them make this progress.
- Pupils for whom the school receives pupil premium funding make progress in line with their peers in school in mathematics and writing. Their progress in reading is above that of their peers in school and nationally. As a result the gaps are closing. At the end of 2015, disadvantaged pupils were three terms behind the national average in mathematics, writing, English grammar and punctuation. There was no gap in reading.
- Most-able pupils are being increasingly challenged. As a result they are attaining higher standards and making at least good progress.
- Reading is taught well, starting with developing phonics skills as early as possible. Children in Nursery who have the skills join older children for phonics sessions. Pupils therefore develop a love of reading, are able to use their skills to read unknown words and learn to read with fluency and expression. Pupils spoke of their enjoyment of different books and authors including JK Rowling, Michael Morpurgo and Jacqueline Wilson.
- Pupils have the opportunity to write in a range of subjects and explained how they wrote letters home as if they were a soldier in the First World War, learning to think about how that soldier might feel. Writing is on display around the school and valued by all pupils.
- Pupils develop and strengthen their skills in mathematics. They use these skills to solve problems both in mathematics and in other subjects.
- The progress pupils make mean that they are increasingly better prepared for the next stage in their education. Year 6 pupils are regularly reminded that the work they are doing will help them when they move on to secondary school.

Early years provision

is good

- Children make good progress throughout their time in the early years provision. They enter with a range of skill levels mostly below those typical for their age. The teaching is focused on improving all areas of learning. This leads to children becoming independent learners and developing good communication skills. The proportion of children with skills ready for Key Stage 1 is increasing.
- The support for disadvantaged children ensures that they make good progress, especially in social and emotional development. As a consequence, they are better able to cope with the classroom environment, thereby reducing the gap between their learning and that of their friends.
- The focus on mark making is raising the status of writing and children are proud to show their skills. Most-able children in the Nursery confidently write their names and demonstrate good letter formation.
- Physical development is strong. The support of a sports specialist means that children are learning the skills and developing the attention and focus needed to, for example, throw and catch successfully.
- All adults observe how well children are doing in the full range of activities. They note children's interests and enthusiasms and use these and the observations to plan activities that will interest the children and help them to progress and develop skills.
- Children who may find things difficult are helped to explore and extend their understanding. Most-able children are challenged to develop higher-order skills, such as adding pairs of numbers to 10 as an extension of a session about ordering numbers to 20.
- Learning journeys that include written and photographic evidence are an ongoing record of the progress children make.
- Relationships are very strong. All adults work well together and create an atmosphere of trust and support that allows children to flourish.
- Children are kept safe. The environment, both inside and out, is well supervised and easily accessible for children. Children learn how to use resources safely.
- Children play well together. They learn to take turns, listen to each other and know what to do if they have a problem.
- The leader, well supported by the staff, is constantly analysing how improvements can be made so that the opportunities for children to make even better progress are realised. Sometimes action planning is vague with not enough detail to produce a good evaluation of the results of the actions taken.
- Parents value the early years provision. They are welcomed into the classrooms, contribute to the successes their children have at home and feel that their children have a good start to school.

School details

Unique reference number	135049
Local authority	Worcestershire
Inspection number	10002456

This inspection 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	203
Appropriate authority	The governing body
Chair	Mandy Myers/Lindsay Pettifor
Headteacher	Kathryn Sugars
Telephone number	01562823857
Website	www.foleypark.worcs.sch.uk
Email address	office@foleypark.worcs.sch.uk
Date of previous inspection	20–21 November 2013

Information about this school

- This is a smaller than average primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs is above average. The proportion of pupils with a statement of special educational needs or an education, health and care plan is above average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding to support pupils who are known to be eligible for free school meals and those in local authority care) is above average.
- The school meets the government's floor standards, which set the minimum standards expected nationally for pupils' attainment and progress in English and mathematics.
- The breakfast club is managed by the governing body.
- There have been some changes in staff since the previous inspection and the establishment of a new senior leadership team.

Information about this inspection

- Inspectors observed nine lessons and parts of lessons, of which three were seen jointly with the headteacher.
- Inspectors listened to pupils read.
- Meetings were held with a group of pupils, the chairs and members of the governing body, and the school's leaders. The lead inspector spoke with a representative of the local authority through a phone call.
- Inspectors looked at many documents including the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.
- Inspectors took account of the 11 responses to the online parent questionnaire (Parent View) and 15 staff questionnaires.

Inspection team

Jenny Batelen, lead inspector	Ofsted Inspector
Rowena Green	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

