



Corngreaves Junior and Infant School

Inspection Report

Unique Reference Number 103939
LEA Sandwell
Inspection number 277029
Inspection dates 20 October 2005 to 21 October 2005
Reporting inspector Christopher Kessell RISP

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

Type of school	Primary	School address	Plant Street
School category	Community		Cradley Heath
Age range of pupils	4 to 11		West Midlands B64 6EZ
Gender of pupils	Mixed	Telephone number	01384 569 333
Number on roll	148	Fax number	01384 569 333
Appropriate authority	The governing body	Chair of governors	Mrs Diane Rawlins
Date of previous inspection	7 February 2000	Headteacher	Mr Steve Sagar

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Corngreaves is a small primary school serving a community with high levels of social deprivation. An above average proportion of pupils are entitled to free school meals. The number of pupils attending the school is falling. The children's attainment when they start school is below the levels normally found. The majority of pupils are from White British backgrounds, but there are pupils from other ethnic groups. An above average proportion of pupils have learning difficulties. The school has an Enhanced Learning Provision Unit (ELP) that has places for pupils with learning difficulties or behavioural problems. However, there are no pupils within the Unit at present. The school does not have a substantive headteacher. The current management team consists of a full-time acting headteacher who is supported by a consultant headteacher for two days a week.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Corngreaves is not an effective school. This view is shared by the school's new management team. Weaknesses in the use of assessment information mean that work is not always matched well to the needs and abilities of pupils, and targets are not always challenging enough. Consequently, teaching and learning are unsatisfactory and progress is inadequate, particularly in the Reception class and in Years 2 and 3. Standards at the end of Year 6 are below average in English, mathematics and science. There has not been enough improvement since the last inspection. The new management team has a good grasp of what needs to be done to improve the quality of education. However, not all senior staff have the same understanding of the school's strengths and weaknesses, which significantly limits the school's capacity to improve further. A number of new initiatives have been introduced to raise standards, but these are too new to have had any impact. As a result of all these factors, the school is not giving value for money.

Nevertheless, the school promotes the pupils' personal development and welfare well. Pupils are well behaved and enthusiastic in lessons. The school is popular with its parents.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement for the school.

What the school should do to improve further

- raise standards in English, mathematics and science throughout the school, but particularly at the end of Year 2
- ensure that all groups and individual pupils make at least satisfactory progress
- improve the overall quality of teaching by ensuring that lesson activities are matched to the needs of all pupils, so that they do as well as they should
- establish and develop the management roles of all staff so that they have a more accurate knowledge of the school
- continue to develop the use of data from assessment to track pupils' progress and set challenging targets for pupils of all abilities

Achievement and standards

Grade: 4

The majority of children join the Reception class with lower than expected standards in most areas of learning. Their progress is unsatisfactory and progress continues to be unsatisfactory overall through Years 1 and 2. As a result, standards are well below average at the end of Year 2. Many pupils could achieve more. Different groups of pupils, such as the more able, those with learning difficulties, and dual language pupils, do not always make the progress they should. In most instances, this is related to weaknesses in teaching. Over the last two years, there has been an improvement in

the standards achieved by the time pupils leave the school. Progress increases as the pupils get older, particularly in Years 5 and 6, and many of these pupils do well. This good progress is as a result of better teaching, and of initiatives such as the popular 'booster' classes. By Year 6, standards are below average overall. Realistic and challenging targets have been set for the current Year 6 to reach by the end of this year.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Pupils are well behaved, attentive, confident and eager to learn. They say they enjoy the good range of after school activities, and pupils enjoy the breakfast club. Attendance has improved this year and is now satisfactory. The pupils' spiritual, moral, social and cultural development is good. They have a sense of justice and tolerance and are beginning to learn about other cultures and world religions. For example, all pupils celebrate Ramadan by opening a daily window in a calendar which they have at home. Pupils talk confidently about using 'buddies' from their own and other classes with whom they can talk over any problems they may have in school. Pupils are conscious of the need to work safely and they move around the school sensibly.

The school council members are good role models to other pupils in the way they carry out responsibilities and contribute to the school's development. For example, the council was instrumental in getting the toilets refurbished and in developing the new outdoor multi sports area which is used well by all pupils as part of their being healthy and active initiative. Pupils know about the importance of a healthy diet. The school currently holds a Bronze Award for healthy eating and is working towards obtaining the Silver Award by the end of the academic year. Pupils gain an awareness of their responsibilities to the wider community by raising money for charities.

Quality of provision

Teaching and learning

Grade: 4

Teaching and learning are unsatisfactory overall. Although the majority of lessons observed during the inspection were satisfactory, analysis of pupils' work and data for the school tells a different story. Many teachers do not have high enough expectations of their pupils. Lessons are not always planned to ensure that pupils work at the right levels for their ability. Too often, pupils with different needs are doing the same work. The pace of many lessons is too leisurely. Despite these shortcomings, the pupils have positive attitudes towards their learning and enjoy what they are doing. Relationships in all classrooms are very positive. However, some pupils indicated that they could work harder. Teaching in the Reception class does not meet the needs of the children well. Their progress is not monitored accurately enough and there is an overly optimistic view of what they are achieving.

Classroom assistants throughout the school always provide satisfactory support for the pupils they work with. Some of this work is good, enabling pupils with learning difficulties to make the same progress as their classmates.

Procedures for assessing pupils' work are still developing. Too little use is made of this information to plan lessons. Target setting with pupils and guidance to reach targets is still in its infancy. The school is at the early stages of setting and discussing targets with pupils so that they know how to reach them.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. It includes a broad programme for pupils' personal development, including staying healthy and safe, and provides a firm foundation for pupils to develop self-confidence. All of the recommended areas of learning are taught in the Reception class. However, some of the basic skills associated with literacy and numeracy could be promoted more effectively throughout the school.

There is a good range of after school clubs which enhance pupils' personal and social development, as well as providing opportunities for physical activity. They are well attended, and particularly helpful for those pupils with behavioural and social difficulties. These activities are much appreciated by the pupils and their parents. There are good links with the community. Pupils' participation in the 'litter awareness project' is one example, as it enhances pupils' learning, particularly in developing an awareness of community responsibility.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The school provides good pastoral care. Pupils get on well with the adults in school and are sure that they would have someone to turn to if they were worried. Child protection procedures and policies for dealing with bullying and racism are effective. External agencies, like the school nurse, are used to support pupils and parents when necessary. The school actively encourages pupils to eat and drink healthily and takes part in a national initiative to persuade pupils to eat fresh fruit. The school encourages pupils to adopt a healthy lifestyle through regular 'Huff and Puff' sessions, physical education lessons and a range of extra-curricular clubs.

The support that pupils are given for their academic work is inadequate. Pupils do not always receive enough guidance about their work and are not involved in identifying what they need to work on in order to make better progress.

Leadership and management

Grade: 4

Leadership and management are unsatisfactory. The new management team is giving the school a valuable sense of direction, but other staff do not yet understand what the school must do to improve. Although the management team, of acting headteacher and consultant headteacher, are able to measure the school's performance reasonably accurately, other senior staff are too generous and unrealistic about overall effectiveness. Their management roles are underdeveloped.

The school's improvement since the previous inspection has been inadequate. The areas requiring the most significant improvement now are much the same as those identified at the time of the last inspection. Although the school's accommodation and resources have continued to improve since the previous inspection, standards are still too low and not all pupils are achieving as well as they should. The school and governors consult regularly with parents through questionnaires and regular meetings. Parents have positive views of the school, particularly with regard to the levels of care provided for their children.

Over the last few months, the management team have recognised that significant improvement is required. They know that they are not doing well enough and, for example, that the quality of teaching is inconsistent. However, initiatives to improve this area of the school have only recently been introduced this term, despite the concerns of the acting headteacher last year. Systems to support effective and rigorous self-evaluation, and the monitoring of performance, are new and underdeveloped. All these factors demonstrate that the school and governing body do not have the capacity to improve. Value for money is unsatisfactory.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	4	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Corngreaves Junior and Infant School Plant Street Cradley Heath West Midlands B64 6EZ

22nd October 2005

Dear Pupils

Thank you for being so friendly and polite when we visited your school. We liked talking to you and particularly enjoyed watching Mr Sagar's assembly about Harvest Festival and Ramadan, and our chat with the school council.

What we liked most about your school

- You were very polite and behaved well.
- You get on with each other well in classrooms and the playground.
- All of the staff care for you well. You told us that you felt safe and could always find an adult to go to if you had a problem. We agree.
- The 'buddy' system is good and stops you from becoming lonely at play time.
- The school council works well to improve things for everyone.

What we have asked your school to do now

- Help you to do much better in English, mathematics and science.
- Make sure that all of you, and particularly those of you who find your work difficult, learn as well as you can.
- Improve teaching so that it is as good as it can be in every class.
- Make sure that all staff give Mr Sagar more help in running the school.
- Give everyone targets for their learning and help you to know how to make your work better.

Yours sincerely

Chris Kessell Lead Inspector