



Perryfields Primary School

Inspection Report

Unique Reference Number 103953
LEA Sandwell
Inspection number 277032
Inspection dates 22 March 2006 to 23 March 2006
Reporting inspector David Carrington AI

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

Type of school	Primary	School address	Apsley Road
School category	Community		Oldbury
Age range of pupils	4 to 11		West Midlands B68 0QY
Gender of pupils	Mixed	Telephone number	0121 4222848
Number on roll	208	Fax number	0121 4225262
Appropriate authority	The governing body	Chair of governors	Rev S Carter
Date of previous inspection	31 October 2000	Headteacher	Mrs G Quinlivan

Age group	Inspection dates	Inspection number
4 to 11	22 March 2006 - 23 March 2006	277032

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Perryfields Primary is an average sized primary school. About a tenth of the pupils are entitled to free school meals, which is below average. A smaller number of pupils than usual have learning difficulties. Most pupils speak English as their first language. When children start in the Reception class the range of ability is wide, though it is generally at the level expected for the pupils' age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Perryfields Primary is a good school that ensures its pupils do well. Standards are now rising after a period when they dipped, and are above average, because there is good focus on improvement and a strong team of staff and governors. The headteacher gives a particularly effective lead to the school.

Staff do not work just for academic results. There is equal emphasis on the good development of pupils as mature, sensible, polite and well behaved learners. Pupils are well cared for and they are guided effectively to meet their personal and academic targets.

Teaching quality is good and there is a rich and enjoyable curriculum. Provision for children in Reception is effective and enables them to make good progress from their average starting point. However, the provision for pupils with special gifts and talents is in its infancy and is not yet firmly enough focused on ensuring that they excel in all aspects of their work.

The school has a realistic, if sometimes cautious, view of its own strengths and areas for improvement. For the most part its self-evaluation matches that of inspectors. Its judgements are founded on rigorous systems to check and evaluate its work. Since the headteacher joined the school four years ago there has been good improvement to the quality and outcome of its work, and it clearly has the capacity to move ahead with success in the future. The school gives good value for money.

What the school should do to improve further

- Forge ahead with a programme to extend, enthuse and challenge the pupils with particular gifts and talents.

Achievement and standards

Grade: 2

Standards are above average and achievement is good. The school has worked successfully to improve standards in mathematics and writing after a period when standards fell. Last year standards in mathematics were average in national tests for Year 6 pupils, though they were above average in English and science. This year standards are higher, and are above average in all three subjects. The development of writing through the school was identified as a central priority last year and through effective innovation, standards have risen. Year 6 pupils have good writing skills, including a wide vocabulary and an expressive style. Children start in Reception with the skills and knowledge broadly expected for their age. There is a range within this that includes some very confident and articulate children and also some with learning difficulties. Children in Reception make good progress because their work is well tailored to their needs. When they join Year 1 they have average skills and knowledge overall. Standards are broadly average by the end of Year 2. The school has worked

effectively to improve the quality of teaching and learning in Years 1 and 2 and this is having a good impact on pupils' achievement in these two years.

Pupils with learning difficulties make good progress because their work is carefully planned to meet their needs. In the past, the number of Years 2 and 6 pupils reaching the higher levels in their national tests was not high enough. Senior leaders recognised this, set more ambitious targets and kept a more watchful eye on progress. Changes were also made to the curriculum for literacy and numeracy to enable the more able to achieve higher levels with greater consistency. This year more pupils are achieving the higher levels in mathematics and English throughout the school. The school is just starting its work to ensure the gifted and talented do as well as possible in other aspects of their work. The process of identifying these pupils' particular strengths is complete but provision to match needs is not yet in place.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being is good. The school is a happy and harmonious community. Pupils are proud of their school, and feel protected from problems such as loneliness and bullying. Pupils' enjoyment of school is outstanding and they say learning is fun and exciting. One pupil told inspectors 'It is wicked.' Pupils' enthusiasm is reflected in their above average attendance rate and good punctuality. Behaviour throughout the school is good; pupils are polite, well mannered and friendly.

Pupils' spiritual, moral, social and cultural development is good. The school actively seeks the views of pupils and takes action to answer their concerns and ideas. There is an active school council, which is respected by pupils and all staff. The council influences the day-to-day life of the school, for example, in the way its members sort out any concerns that are posted in the 'worry box'. Pupils talk confidently about their role in the smooth running of the school. In this way, they are well involved in school improvement. Pupils know the YCDI code ('You Can Do It') which is focused on good achievement. They work productively and purposefully in order to show that they 'can do it'.

There is good emphasis placed on health and safety. Pupils enjoy their physical education lessons and sport, taking part in regular exercise. They are well prepared for later life because basic skills are good and they have many opportunities to develop initiative and take on responsibility. Pupils make a strong contribution to the community, for example taking part in the Merry Hill music competition. They have a clear understanding of those who are not as fortunate as themselves and have raised much money for local and national charities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, and continually improving because teaching is rigorously monitored and evaluated by senior leaders. School evaluations show that this year the quality of teaching has improved well and that there is much more consistency across the school. Expectations have been raised and pupils are achieving better as a result.

Teaching and learning in Reception are good. The work for children in Reception is well planned to provide an effective blend of adult-led and independent investigation activities.

In Years 1 and 2 there has been improvement to provision and the overall progress made by pupils has accelerated. This is because teaching is much more focused on the development of good skills and knowledge, though at times learning is too teacher directed.

Teaching is good in Years 3 and 4 and often outstanding in Years 5 and 6. Older pupils are enthused and invigorated by their lessons and they develop as sensible and mature learners who are keen to do well. There is a 'buzz' to learning in the final two years.

Curriculum and other activities

Grade: 2

The school has developed a rich and relevant curriculum. It provides a good range of experiences that build well on pupils' prior learning. The provision for the development of basic skills is a strength. Through wise curriculum development the school has effectively raised standards in English and mathematics, including for the more able pupils. In a Year 3 project pupils made a photo frame for Mother's Day using their literacy and numeracy skills effectively. They solved problems successfully and collaborated well as a team. The curriculum provides effectively for the needs of most pupils including those with learning difficulties. However, it does not fully meet the needs of the gifted and talented pupils because the wider curriculum does not yet offer the necessary enrichment for those who excel in activities beyond the purely academic.

There is a comprehensive programme of personal, social and health education which provides clear information about keeping safe and how to build good life skills. The curriculum in Reception focuses well on pupils' needs, especially their personal and emotional development.

There is a good range of out of school activities including an outstanding programme of residential visits from Year 2 to 6. These help pupils to grow in confidence and give them valuable new experiences. The special theme weeks are very popular with the pupils who enthusiastically recall Science Week when they studied different aspects of colour.

Care, guidance and support

Grade: 2

Pupils say their teachers 'are kind and caring, helping us to grow up and be confident'. The high level of care and support given to the pupils throughout the school, ensures all pupils are safeguarded well. Procedures for child, protection are effective and well monitored. The school develops pupil's confidence and emotional well-being very successfully. There is good support for children with learning and behaviour difficulties.

Adults within the school provide positive role models and develop good relationships that help pupils to feel secure, settled and well prepared for the next stage of their education. Teachers give their pupils much ongoing support and encouragement. They mark work carefully, and in English especially, give clear guidance for improvement. Although the school has a good tracking system, improvement is possible to the checks made on the progress of gifted and talented pupils.

Leadership and management

Grade: 2

The school is well led and managed. Senior leaders show good determination, strong teamwork and high expectations that give the school a firm sense of direction. The headteacher is at the heart of leadership and is very effective in her work. She has empowered others to take a lead and so there are strengths at all levels of leadership.

There are good systems to check and evaluate the school's work. Systems that track pupils' progress against challenging targets are well designed and managed, and are largely responsible for the improvement in pupils' achievement this year, particularly in mathematics and writing. School leaders sensibly continue to refine the target tracking process in order to increase its potency. Good leadership has also ensured that the strengths of provision for children in Reception have been maintained during a period of staff change.

Monitoring and evaluation of school performance is comprehensive and rigorous. Strengths are identified and shared, and areas for improvement are followed up effectively. There is willingness and drive amongst all staff and governors to get things done to bring improvement. Governors are not afraid to ask critical questions and they check the indicators of effective school performance carefully. Parents are canvassed for their opinions of the school regularly. Their views are taken seriously and used when making decisions about school improvement. The school has formed a strong partnership with parents that is working for the benefit of the pupils.

Because management systems are strong the school has a realistic understanding of its own performance. This tallies with the decisions of inspectors for the most part; where there are differences it is due to the school's cautious judgement. The school has a good track record of improvement over the past four years, following a period when achievement was not consistent. Standards are now rising well and the quality of provision is being strengthened effectively. There is good capacity for future

improvement because there is a very firm sense of what must come next in school, particularly in provision for gifted and talented pupils.

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
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Thank you for the welcome you gave us when we visited school earlier this week. Many of you stopped to talk to us and you gave us a clear message that you enjoy school and are proud of what you do. We think that there are many good things in your school. The most important ones are:

You behave well, look after each other and work hard.

You learn many new things in your lessons and you do well in your work.

You are taught well and you enjoy your learning very much.

Your teachers and the other adults take good care of you and help you improve what you do.

You have lots of opportunities to take part in exciting activities and visits.

Your headteacher wants you to do your best and is making sure that you do so.

We think that there is one main thing that can be improved:

- You can be helped to develop your special talents more.

We are sure that you can help your teachers to make this improvement by continuing to work hard to reach your targets.

One of the youngest children told us that the school 'is wicked'. We have put this in our report, which will be sent to your homes. See if you can find it.

Good luck with your work.