



George Fentham Endowed School

Inspection Report

Unique Reference Number 104094
LEA Solihull
Inspection number 277070
Inspection dates 9 May 2006 to 10 May 2006
Reporting inspector David Cox AI

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

Type of school	Primary	School address	Fentham Road
School category	Voluntary aided		Hampto in Arden
Age range of pupils	3 to 11		Solihull, West Midlands B92 0AY
Gender of pupils	Mixed	Telephone number	01675 442800
Number on roll	186	Fax number	01675 443936
Appropriate authority	The governing body	Chair of governors	Mrs Fiona Bubb
Date of previous inspection	24 January 2000	Headteacher	Ms Debrorah Vials

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

George Fentham Endowed School is a smaller-than-average primary school. Most of the pupils are from White British backgrounds, although there are a small number of pupils from Traveller communities. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils who have learning difficulties is below the national average. The proportion of pupils that joined or left the school in the last academic year other than at the normal admission time was higher than normal.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's view that it provides a good education, with some outstanding features. Pupils achieve well and by Year 6, standards are above average. For a small number of less able boys in Years 3 to 6, writing is a relative weakness because in the past, they have not always been provided with tasks that develop and enrich their full range of writing skills. Teaching and learning are good overall. Provision in the Nursery and in Reception is outstanding as a result of excellent teaching, with many children achieving well beyond what they are expected to reach by Year 1. Pupils are exceedingly well cared for and safe. The school goes to excellent lengths to ensure that all pupils are treated equally. The curriculum is outstanding and as a result pupils thoroughly enjoy their time at school and develop outstanding personal skills. Leadership and management are outstanding and leaders have shown clearly that they can move the school forward. In achieving that, the headteacher and the governors have played a major role. Standards continue to be above average despite the school losing some of its more able pupils to private education. The school has successfully addressed the issues identified at the last inspection. The school provides excellent value for money.

What the school should do to improve further

- Raise standards of writing for a small number of less able boys in Years 3 to 6 by providing them with further opportunities to develop and enrich their writing skills.

Achievement and standards

Grade: 2

Standards are above average and pupils achieve well. Many more able pupils choose to leave after Year 2 for private education, even though they achieve well at George Fentham. This, together with the widely varying numbers of pupils from Traveller backgrounds, has a dramatic affect on standards and achievement that is not necessarily reflected in statistical information about the school. For example, last year, the Traveller pupils accounted for 12 per cent of Year 6 but were absent for the national tests. When pupils start school most have slightly better skills and knowledge than is typical of three-year-olds. During their time in the Nursery and Reception, children achieve outstandingly well, with many achieving well beyond what they are expected to reach by the start of Year 1. Standards are above average by the end of Year 6 and pupils achieve well, meeting challenging targets because teaching is good. Results in the national tests in 2005 for Year 6 pupils were above average overall. By the time pupils reach Year 6, listening skills are very good, and pupils are very articulate. They are inquisitive and sensitively express their views. For example, in a Year 5 mathematics lesson, they freely discussed the cost of coffee bean production in developing countries. Pupils with learning difficulties are well supported by teaching assistants so they make good progress. Traveller pupils make good progress in the light of their intermittent attendance because of the good support they receive from the school and from the

West Midlands Consortium Education Service for Travelling Children. The school has correctly identified that the writing of a small number of less able boys could be improved. A range of strategies is now being used to help these pupils to improve. These measures have not been in place long enough yet to have a full impact.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils of all ages show great enthusiasm for the activities and experiences provided. Relationships are excellent and consequently pupils develop confidence and maturity beyond their years in a safe, stimulating environment. Attendance by the majority of pupils is good overall but this is affected by irregular attendance of pupils from Traveller communities. The school works hard with the local authority to improve the attendance of these pupils. Pupils' spiritual, moral, social and cultural development is excellent. Behaviour and attitudes are exemplary in lessons and during break times and pupils show respect and consideration for visitors and each other. Any instances of bullying are dealt with swiftly and pupils say that they feel safe. Pupils relish the opportunity to help organise others through their role as 'Playground Posse,' duty monitors and buddies for younger children. Excellent initiatives such as 'Building Learning Power' (BLP) are well established and contribute to effective personal development. Pupils are keen to make a positive contribution to the local and wider community. Pupils are sensitive to the needs of those less fortunate than themselves and they suggest, organise and plan fundraising events for national and international charities. School rules are shaped by suggestions from the class and school council who meet regularly. There is a strong focus on the importance of healthy lifestyles and all aspects of safety are well understood. Personal development is enhanced by very good involvement in a wide range of clubs and activities. Pupils make excellent progress in their development of social and economic skills through high expectations and activities such as the school bank.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall and there are examples of outstanding teaching across the school. As a result, the majority of pupils thrive and make good progress. Teaching and learning in the Nursery and Reception are exemplary, with teachers providing a rich variety of activities for children that meet their needs well. They set up demanding activities that enable all the children to contribute to group projects such as producing a class poem. This not only contributes to the children's personal development but also to the development of their language skills. In Years 1 to 6, teachers know their pupils well. Teachers' planning is linked closely to the rigorous assessment system which enables them to plan carefully and match work to pupils' needs. When teaching is at its best, each lesson successfully builds on what the pupils

have learnt before. Teachers make very effective use of the BLP programme, which is enabling pupils to develop a whole range of skills such as collaboration and questioning techniques. Pupils' behaviour is managed skilfully by staff and this ensures that there is little inappropriate behaviour. Just occasionally, teachers do not always settle pupils before introducing an activity and this leads to some pupils not knowing what to do next. Whilst teaching is normally good, evidence indicates that in the past, a small number of less able boys in Years 3 to 6 have not always been provided with tasks that develop and enrich their full range of writing skills.

Curriculum and other activities

Grade: 1

The curriculum is outstanding throughout the school. Initiatives such as the BLP and the Creativity initiative contribute to the outstanding provision. The school has also achieved the 'Healthy Schools' and the 'Artsmark Gold' Awards. The curriculum is extremely well matched to the needs of all pupils and there is very good provision for literacy, numeracy and information and communication technology. A significant strength of the curriculum is the Creativity Scheme, which enables pupils to combine work from within different subjects and improve their standards in many topics. There are excellent opportunities for pupils to understand how they are learning. Pupils plan and arrange their own classroom displays, such as the museum project in Year 2 and the John Lennon project in Year 6. All pupils with learning difficulties and disabilities and Traveller pupils experience the same rich environment. The curriculum in the Nursery and Reception is also outstanding. The curriculum is exceedingly well planned with interesting activities that enable the children to develop very well. There are excellent opportunities for enrichment activities, such as visiting Coventry Cathedral and Birmingham International Airport. The provision for pupils' economic well-being is excellent, with pupils running their own bank.

Care, guidance and support

Grade: 1

The quality of care, guidance and support provided by the school is outstanding and this contributes well to pupils' enjoyment of school and the standards they achieve. The majority of classes have smaller numbers of pupils than is usual and there is a higher ratio of adult support. All staff are strongly committed to the care and support of their pupils, and consequently pupils feel safe and secure. Supervision during the break times is excellent and pupils say that they feel no threat from bullying. The pupils are confident that any concerns would be dealt with promptly and effectively. All child protection, health, safety and risk assessments are robust and are reviewed regularly. The excellent relationships between parents, carers, teachers and pupils contribute to this high quality provision. Excellent support and guidance are provided for pupils with learning difficulties and disabilities. The school and external agencies provide maximum support possible for pupils' from Traveller communities. There are outstanding procedures in place to check on pupils' progress and this rigorous checking ensures additional support can be provided should the need arise.

Leadership and management

Grade: 1

The leadership and management of the school, including governance, are outstanding. The school is characterised by an effectively shared vision that is focused on raising standards and supported by a strong Christian ethos. It is successful in ensuring that pupils are treated equally well. The leadership of the headteacher is excellent. The high quality leadership and management and its confidence to take managed risks and adopt innovative practice show that the school is well placed to move forward. Pupils continue to achieve well and attain above-average standards. More able pupils achieve well, even though the school is now losing a higher proportion of these pupils to private education than ever before. There is a clear direction set for the school and a rigorous approach to monitoring and evaluation. The outcomes from self-evaluation provide the priorities for the school improvement plan. Funding is managed carefully so that resources are directed towards those areas identified as needing improvement. Extensive staff training is linked exclusively to the outcomes of the self-evaluation, which in turn is bringing about an improvement in teaching and making the curriculum more exciting and relevant for pupils. School self-evaluation is accurate, although it undervalues itself with respect to pupils' personal development. The school is very well supported by parents and many take an active role in the school. The Parent Council, with representatives from each year group, enables parents to participate in the management of the school and provides an open forum for discussion of whole-school issues. The governors have an excellent working relationship with the school and offer challenge, advice and support. They are well versed in the work of the school and are well aware of the school's strengths and areas for improvement.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	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?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

9 May 2006 Dear Children As you know, we visited your school recently to find out how well the school is doing. We would like to thank you for looking after us so well. We enjoyed talking to so many of you during play time and lunch time about your school, the work you have done and how much you enjoy coming to school. What we liked about your school:

- You behave extremely well and you enjoy being at school.
- You do well at school because of the good teaching, and some of you younger pupils do really well
- Your school is a healthy and very safe place to be and you help each other when there are problems
- Teachers and other staff in the school look after you very well
- Your teachers and other adults are ensuring that you do lots of exciting activities
- The people who run your school know what it does well and what needs to be even better.

What we have asked your school to do now:

- Help some of the boys to improve their writing.

Good luck for the future. Best wishes David Cox and the inspection team