



# Pelsall Village School

## Inspection Report

**Unique Reference Number** 104214  
**LEA** Walsall  
**Inspection number** 277103  
**Inspection dates** 4 July 2006 to 5 July 2006  
**Reporting inspector** David Driscoll AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Old Town Lane
<b>School category</b>	Community		Pelsall
<b>Age range of pupils</b>	3 to 11		Walsall, West Midlands WS3 4NJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01922 682073
<b>Number on roll</b>	297	<b>Fax number</b>	01922 682677
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Phil Broadstock
<b>Date of previous inspection</b>	6 December 1999	<b>Headteacher</b>	Mr J M Wilkinson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 4 July 2006 - 5 July 2006	<b>Inspection number</b> 277103
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Pelsall Village is a fairly large primary school that serves a relatively economically disadvantaged area. Very few pupils come from minority ethnic backgrounds, although several children from Traveller communities attend the school. All are fluent in English. The proportion of pupils with learning difficulties is below average, as is the proportion with a statement of special educational needs. A relatively high proportion of pupils join the school partway through their education. The headteacher was not present for the inspection and the school is currently being managed by two assistant headteachers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education and satisfactory value for money. Inspectors agree with the school's judgement that overall effectiveness is satisfactory. Although pupils usually join the school with standards that are below average, and also leave with below-average standards for their age, achievement has improved in recent years, with pupils making satisfactory progress overall. Progress in English is good, but some middle ability pupils could do better in mathematics.

There are significant variations in the quality of teaching across the school, which is satisfactory overall. Teaching is good in the Nursery and satisfactory in Reception and, as a result, provision is satisfactory overall in the Foundation Stage, where children make satisfactory progress. Pupils make satisfactory progress overall and good progress when teachers plan work to meet their individual needs. Poor attendance by some pupils hampers their progress. Although the underlying trend in attendance is one of improvement, the school could still do more to improve it. Behaviour in lessons is usually good, but not all pupils are confident that incidents of bullying at lunchtime will be dealt with. Pupils have a good understanding of other cultures and mostly understand what it means to be a responsible member of a community.

Taking account of all those who contribute to the management of the school, leadership and management are satisfactory. The school's managers have good systems for checking on standards and achievement. However, there are weaknesses in management systems in other areas. In several respects, the school does not have the checks and balances in place to ensure that what managers think is happening is actually carried out in school. There are breakdowns in communication, both within school and with parents. Nevertheless, the school's strong emphasis on improving standards has led to good improvement since the previous inspection and the school has a satisfactory capacity to continue its improvement.

### What the school should do to improve further

- Improve pupils' attendance and make better use of the available data to identify and support individuals and groups whose attendance is unsatisfactory.
- Improve pupils' achievement, especially in mathematics, and ensure work meets the needs of pupils of all abilities and that all pupils are actively involved in lessons.
- Develop clear policies relating to the way school deals with: parental concerns, incidents of bullying at lunchtime, and communication between staff and with parents.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress. Although standards on entry and leaving are below average, including for pupils in the current Year 6, there has been an upward trend in recent years. In Years 2 and 6, and in the Nursery, pupils make good progress. Progress

in most other years is satisfactory, although the long-term absence of a teacher in Year 1 has led to this class falling behind. Progress in English is good, but some middle-ability pupils underachieve in mathematics. There are no other significant differences in the progress made by pupils of different abilities or backgrounds.

With improvements made the school now meets its challenging targets for English, but falls short in mathematics.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development and their attitudes to school are satisfactory. Most enjoy learning and behave well in lessons, although some do not always concentrate well enough and make slower progress than others. Behaviour out of lessons is more variable. Many pupils socialise well, but a minority are involved in bullying at lunchtimes. Children in the Nursery settle quickly into school life and routines.

Attendance is unsatisfactory, despite an underlying trend of improvement. Attendance has fallen this year as a result of an outbreak of a severe viral infection. The pupils' spiritual, moral and social development is satisfactory, but pupils have a good understanding of how people from different cultures live. In a Year 5/6 lesson for example, pupils complemented studies of African life with a presentation of tribal music and showed an increased understanding of the traditions of that culture.

Pupils understand how to stay safe and healthy, and are equipped satisfactorily for their future by improving their skills in reading, writing and mathematics. Most have a good understanding of how to be a responsible member of a community. They contribute well to the local and wider community, fundraising for charities such as the Royal National Lifeboat Institution and take an active part in local environmental issues.

They relish the opportunities to take responsibility through the school council and supervising access to school during breaks.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory, so pupils make satisfactory progress in their learning. In Years 2 and 6, and in the Nursery, teaching is good. Here information from marking is used well to plan different activities for the different ability groups represented in the lessons. The planning ensures that teaching assistants are clear about what they have to do to support lower-ability pupils or those with learning difficulties. In other year groups, pupils will sometimes be given the same work to do as others in the class, regardless of their ability. Lower-ability pupils receive support from the teaching assistants and the most able cope by themselves. However, pupils who fall in the middle sometimes struggle and can end up copying from their friends. While the

management of pupils is often good, leading to good behaviour in lessons, questioning of pupils could be improved. More-able pupils can dominate by answering all the questions, while others are not involved and can 'hide' from the teacher's attention.

Some pupils in Year 1 have had several different teachers this year. Their learning has been disrupted because information about how well they are doing has either not been passed on, or has not been acted upon, when there has been a change of teacher.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and enables pupils to build on what they have previously learnt and make satisfactory progress. The good provision in the Nursery enables the youngest children to get off to a good start. With the exception of Years 2 and 6, the curriculum is not always well matched to the needs of all children, which results in them making satisfactory rather than good progress.

The curriculum is enriched particularly well. The links with a local secondary school have ensured that pupils take up the many opportunities for sports and physical exercise. There are many well-planned visits out into the local area and wider world and visitors invited into school reinforce and enrich learning in many areas. Pupils' understanding of how government works and decisions are made has been improved significantly by a recent trip to the Houses of Parliament.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory, as are the procedures for safeguarding pupils. Procedures for child protection are carried out well. Risk assessments are in place, but the school does not have a system for ensuring that they are taken account of by all staff. Procedures to prevent bullying have been tightened recently, but supervision at lunchtimes is still not good enough to eradicate the problem and reassure pupils and parents that their concerns will be listened to.

Good monitoring systems enable teachers to accurately track every pupil's progress, with equal attention to small numbers from ethnic minority groups and pupils from Traveller communities. Good support is provided for pupils who join the school partway through their education. Pupils know their targets and these are often used well by teachers. However, arrangements to ensure that the information is passed to temporary teachers are not robust enough to allow them to plan work that ensures all pupils can make adequate progress. Pupils with learning difficulties often receive better support because the teaching assistants know them well.

Although the underlying trend in attendance is upwards, the school could still do more to encourage pupils to attend more frequently by sharper analysis of absences and targeting a wider range of pupils and not just those whose attendance falls below 80%. Parents are regularly informed about pupils' progress through reports, newsletters and personal contact but responses to individual concerns are not always good enough to ensure the parent is satisfied with, or aware of, the outcomes of any investigation.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The school runs smoothly on a day-to-day basis, and had been prepared well for the inspection by the two assistant headteachers. The school's managers have a good idea of how well the school is doing, particularly with regard to academic standards. Monitoring of teaching is especially thorough and clearly identifies where each teacher can improve their performance. The accuracy of the evaluations means the school is able to identify the most important areas for improvement, and the quality of planning ensures that their actions are successful. The school has made good progress since it was last inspected. In recent years there have been significant improvements in pupils' achievement, so they are now making satisfactory progress.

Despite these examples of good practice, there are weaknesses in some of the school's management systems. Information is not always recorded or passed on swiftly enough. This has led to some parents feeling that their concerns about bullying, for example, are being ignored because nobody has passed on the relevant information to the class teacher or key stage manager. A relatively high proportion of parents is unhappy with aspects of the school's performance, mainly because they feel their views are ignored. The very few racial incidents are not reported properly. The school now has a budget deficit, partly because governors were not made aware of emerging problems quickly enough. Finances are now well under control and governors have dealt with very difficult circumstances in an appropriate manner. Generally, however, the school does not have the procedures in place to ensure that all policies are implemented

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, we came to see you at work recently and check on how well you are doing.

We really enjoyed our visit. You spoke to us very nicely. Mr Blakemore thought the school council was great. You were very grown up in the way you spoke to him. Most of you told us that you enjoyed coming to school, but some were worried about being bullied at lunchtime. We have asked the school to make sure that you are better looked after at lunchtime, but those who are doing the bullying could help by being nicer to other children. Some of you do not come to school enough. So we have asked the school to check on you more often and help you to get to school every day. You can help by putting a real effort into getting up and coming to school. We were very impressed with what you know about people in other countries, and the hard work you put in to raise money for charities. Well done!

You learn to read and write quicker than we usually see, but some of you do not do as well in maths. We have asked the teachers to make sure you are all working well and that they give you work that is just hard enough for you. Some of your Mums, Dads and other people who look after you are worried that the school does not listen to them, or to you enough, when complaints are made, for example, about some bullying. We have asked the school to make sure that it tries harder to make sure that teachers and others always understand what the school wants them to do and that the most important things are written down for them to use like a check list.

Thank you for helping us with our work and for being so kind to us (especially those of you who offered me a glass of water on a very hot day!).