



# Perry Hall Junior and Infant School

Inspection Report

**Unique Reference Number** 104348  
**LEA** Wolverhampton  
**Inspection number** 277138  
**Inspection dates** 23 November 2005 to 24 November 2005  
**Reporting inspector** Graham Sims RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Colman Avenue
<b>School category</b>	Community		Wednesfield
<b>Age range of pupils</b>	4 to 11		Wolverhampton, West Midlands WV11 3RT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 558538
<b>Number on roll</b>	416	<b>Fax number</b>	01902 558543
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Raymond Green
<b>Date of previous inspection</b>	18 September 2000	<b>Headteacher</b>	Mr Michael Mison

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 November 2005 - 24 November 2005	<b>Inspection number</b> 277138
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Perry Hall Primary School is a larger than average primary school with two classes for each age group. The school has its own nursery, and children transfer to the reception class in either September or January. An above average proportion of pupils are from minority ethnic backgrounds, but none is at an early stage of learning English. The proportion of pupils with learning difficulties and disabilities is below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Perry Hall Primary School is a good school. This judgement agrees with the school's view of its own performance. Pupils achieve well and leave the school with above average standards in English, mathematics and science. The quality of pupils' writing is better than in many schools, but not as good as other aspects of their work. Pupils' personal development is very good and their behaviour in lessons and on formal occasions is often exemplary.

The quality of teaching and learning is good, although a few teachers do not provide enough challenge for pupils, particularly the more able, or provide them with enough guidance on how to improve. The quality of education in the nursery and reception is very good, enabling children to achieve above average standards by the time they start Year 1. The school's curriculum is good and the programme of residential visits for pupils from Year 2 onwards is outstanding. The quality of care, support and guidance provided by the staff is excellent.

The school is led and managed well. The headteacher and his deputy provide strong leadership and have an accurate perception of the school. They are fully aware of areas for development. Subject leaders carry out their roles effectively. Governors are knowledgeable and supportive. Past improvement planning has been effective and indicates that the school has capacity for further improvement. The school provides good value for money.

### What the school should do to improve further

- make better use of opportunities across the curriculum to consolidate and develop pupils' writing skills
- ensure that all teachers have high enough expectations of what pupils, especially the more able, are capable of achieving
- develop greater consistency and rigour in the marking of pupils' work so that pupils know what they have to do to improve.

## Achievement and standards

### Grade: 2

From average beginnings, the children in the Foundation Stage make good progress in developing their skills, reaching above average standards by the time they start Year 1. They make very good progress in speaking and listening and in their personal, social and emotional development, which is outstanding. The standards achieved in 2005 were higher than those achieved in the previous year. Pupils make satisfactory progress in Years 1 and 2, but the more able pupils are not always challenged sufficiently. By the end of Year 2, standards in reading, writing and mathematics are broadly average. Overall, standards have risen since the previous inspection.

Pupils make good progress in Years 3 to 6. By the end of Year 6, standards are above average in English, mathematics and science. The greatest improvements since the last inspection have been in mathematics and science, although the latest test results

indicate significant recent improvement in English. Standards in information and communication technology have improved significantly. Although better than in many schools, writing is still the weakest of pupils' skills. The school sets itself suitably challenging targets and came very close to meeting them in 2005.

Pupils with learning difficulties and disabilities have a good level of additional support from teaching assistants who work closely with teachers to plan and meet individual pupils' needs. This ensures that their progress is good throughout the school. Many of these pupils reach challenging targets by the end of Year 6.

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

### **Grade: 2**

Pupils' personal development is good. Their attitudes and behaviour in lessons are very good and often exemplary. They greatly enjoy the many additional activities and annual residential visits, all of which make a significant contribution to their personal development. In nursery and reception, children's personal, social and emotional development is promoted very well indeed. As a consequence, children learn to share, cooperate and help one another. This lays very good foundations for their future learning.

The great majority of pupils are thoughtful and sensitive to others, as was seen in the outstanding 'Good Work Assembly', with awards given for 'superstars' of the week. Boys and girls from different ethnic backgrounds work and play together harmoniously. There is a very small amount of anti-social behaviour at break times. However, pupils feel overwhelmingly that the school is a friendly and safe place which they enjoy attending. Their level of attendance is just above the national average.

Older pupils are proud of their achievements and actively influence what happens in school through involvement in the school council. The pupils' spiritual, moral, social and cultural development is good. They show good awareness of right and wrong. They gain good insights into the multicultural world in which they live. Healthy living and the importance of exercise are promoted well, particularly through the excellent range of sporting activities available. The pupils' self-confidence, good attitudes and social skills prepare them well for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The teaching is most effective in the nursery and reception and in Years 3 to 6. Teachers develop pupils' skills quickly by providing interesting and engaging activities that, for the most part, are closely matched to the pupils' needs. Teachers often use questioning skills very effectively. In one lesson, these skills were outstanding and resulted in the nursery children explaining the art of throwing and catching the ball to others in the class. Teachers have very good relationships with the pupils and the majority have high expectations for pupils'

academic attainment. In some classes, however, expectations are not always high enough, particularly for the more able pupils.

Pupils with learning difficulties and disabilities are given practical help from the experienced special educational needs co-ordinator and learning support assistants who know when to intervene, and when to stand back, to encourage pupils' independence.

The school has good procedures for keeping track of pupils' progress and analysing where there are any weaknesses in the teaching. Pupils are developing the ability to assess their own work and there are some instances of helpful marking by the teachers. However, the marking is not always rigorous enough and does not give pupils a clear enough indication of what they need to do to improve.

In the Foundation Stage, the school has developed a very successful partnership with parents, 20 of whom act as support staff with some going on to train as teaching assistants or teachers. This partnership and good links with outside agencies make a strong contribution to the children's progress.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum. It mainly meets pupils' needs, although there are times when the more able pupils could benefit from more challenging work. The school recognises the need to consolidate pupils' writing skills through written work in all subjects.

The Foundation Stage curriculum is outstanding, offering children exciting opportunities to learn through purposeful multi-sensory activities. This gives children a very good start to their school lives.

The opportunities for residential visits, including camping and week-long outdoor pursuit breaks, are excellent. These are highlights in the lives of the pupils who describe them as 'wonderful'. There is also an excellent range of extra curricular activities, including many sporting ones and the opportunity to participate in a wide range of sports teams.

## **Care, guidance and support**

### **Grade: 1**

Although the school judges this aspect of its work to be good, the view of the inspection team is that it is outstanding. There is a deeply caring and supportive ethos in which pupils feel valued and secure. Staff work hard and successfully to support the needs of each pupil, especially those with learning difficulties and disabilities. Every pupil is included in what the school has to offer. In the rare cases of bullying, pupils know that the school will deal with it.

Pupils feel well supported in their academic development. Effective systems are in place to track individual progress and to set targets for improvements. Pupils are very clear that there is always help available if ever they struggle with their work. The very

high level of commitment from all staff is outstanding in promoting the health and safety of pupils. Child protection procedures are very good. Parents greatly appreciate that their children are safe and well cared for at school.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher and his deputy provide very clear direction for staff and pupils. Together, they ensure that there is a strong focus on helping pupils to achieve as well as possible. Significant importance is given to maintaining the very good ethos of the school and developing pupils' independence, confidence, health and safety. Subject leaders fulfil their roles well. Governors are supportive, have a good knowledge of the school and fulfil their statutory obligations well.

The school's evaluation of its own performance is accurate and perceptive. It identifies clearly the most important areas for further development. Procedures for drawing up the school's improvement plan are good. Staff and governors are fully involved in the process. Parents' views are gathered through the use of a questionnaire, but they are not actively involved in formulating the improvement plan.

There has been good improvement since the previous inspection, indicating that the school has the capacity to improve further. There has been a significant improvement in resources for information and communication technology and standards have risen. Assessment procedures have improved and, through their individually assigned roles, governors are more effective in holding the school to account. Standards at the end of the Foundation Stage, Year 2 and Year 6 have risen. Recent action to improve the quality of pupils' writing is already bearing fruit.

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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>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	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	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	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>	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

<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**

Perry Hall Primary School Colman Avenue Wednesfield Wolverhampton West Midlands WV11 3RT 24 November 2005 Dear Pupils Thank you very much for welcoming us to your school. We really liked your school and enjoyed meeting you and talking to you and your teachers. We were particularly impressed with the way nearly all of you behave in lessons and in assemblies, although we were saddened to hear that a very small number of pupils are not always considerate to others at breaktimes. It was good to see that you work hard in lessons and are keen to respond to your teachers' questions. Your positive attitudes and the good teaching you receive explain why your school is achieving better results than many schools. You told us that you particularly enjoy the residential trips. We think these are an excellent idea and hope that they will continue. These times away from home help you to develop self-confidence and to learn how to get along well with each other. We feel that your school is led and managed well by the headteacher, and that all of the staff provide excellent care and support for you as pupils. Since the previous inspection, the school has continued to improve. We found no major areas for improvement, but have suggested three things your teachers could do to make the school even better than it is. We have asked your teachers to look more carefully at your writing in subjects like history, science and religious education, as this should help you to improve your writing skills even further. We feel that some of you are not being stretched enough by the work you are given, so have asked the teachers to ensure they always provide you with sufficient challenge. We have also asked them to give you clearer guidance when marking your work to show you what you need to do to improve. We hope that you will continue to work with your teachers to make the school an even better place in which to learn skills that will help you in the future. Yours faithfully Mr Graham Sims (Lead inspector)