



Pye Green Valley Primary School

Inspection Report

Unique Reference Number 124217
LEA Staffordshire
Inspection number 281663
Inspection dates 1 February 2006 to 2 February 2006
Reporting inspector Deana Holdaway HMI

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

Type of school	Primary	School address	Rosehill
School category	Community		Cannock
Age range of pupils	4 to 11		Staffordshire WS12 4RT
Gender of pupils	Mixed	Telephone number	01543 512490
Number on roll	375	Fax number	01543 512495
Appropriate authority	The governing body	Chair of governors	Mr Kevin Smith
Date of previous inspection	5 June 2000	Headteacher	Mr Kevin Butlin

Age group 4 to 11	Inspection dates 1 February 2006 - 2 February 2006	Inspection number 281663
-----------------------------	---	------------------------------------

© 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 one of Her Majesty's Inspectors of Schools and two Additional Inspectors.

Description of the school

Pye Green is a larger-than-average primary school serving a mixed private and social housing area on the outskirts of Cannock, Staffordshire. The area is one of average prosperity, with pockets of disadvantage. The proportion of pupils entitled to a free school meal is below the national average. Although the number of pupils identified as having learning difficulties or disabilities is lower than average, the proportion of pupils with a statement of special educational need is higher. Almost all pupils are from White British families. Since the last inspection in June 2000, there have been three different headteachers or acting headteachers. The present headteacher has been in post for one term.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which gives satisfactory value for money. This judgement matches the school's own evaluation. Standards are average, although the higher-attaining pupils do not progress as well as they should, particularly in writing and mathematics. Provision for children in the Foundation Stage is satisfactory and they make adequate progress. Pupils' personal development is good. They enjoy school, have positive attitudes and behave very well. The vast majority of parents responding to the inspection questionnaire supported the school and appreciated the recent changes. Leadership and management are satisfactory overall. Information on performance is shared, analysed and explained to governors and staff. This level of openness enables everyone to identify and agree priorities, such as the need to challenge some higher-attaining pupils. The quality of teaching and learning is satisfactory but the school needs to improve the quality of teaching to that of the very best. The school has made satisfactory progress since the last inspection but significant improvements have been realised since the appointment of the most recent headteacher. The leadership of the headteacher and governors is a strength of the school. The school's capacity for improvement is good.

What the school should do to improve further

- Raise standards, particularly in writing and mathematics.
- Provide greater challenges for higher attaining pupils.
- Eradicate inconsistencies identified in the teaching.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. The majority of children enter the school with average skills. They make steady progress and most reach their early learning goals by the end of the Foundation Stage.

Historically, a low proportion of pupils achieve the higher levels at the end of Key Stage 1, and the pattern is repeated in Key Stage 2, particularly in writing and mathematics. However, the headteacher recognised these weaknesses promptly and introduced robust systems to identify and meet the needs of all children. Pupils make good progress when teachers assess their needs accurately, provide opportunities for investigation and problem solving and manage flexible ability groups which challenge pupils appropriately.

Individual tracking systems not only record what pupils achieve but assist the teachers in identifying ambitious but realistic expectations of them. Older pupils know their targets well and they discuss their current levels of attainment confidently. Year 6 pupils evaluate their work independently by using check lists. This self-evaluation helps them to take responsibility for achieving better standards of work. Pupils work neatly in books and for display purposes and generally take pride in their work.

Personal development and well-being

Grade: 2

The school believes that personal development is satisfactory but inspection evidence shows that it is good. Pupils are keen to come to school and they enjoy their work. Attendance is satisfactory. Behaviour is good and pupils are friendly, polite and helpful. In the main, pupils feel safe in school but they are able to speak to adults if things go wrong. One Year 6 pupil explained, 'We have zero tolerance to bullying here'. Relationships are good and there is an atmosphere of mutual respect. Pupils' achievements are celebrated in assemblies and displays around the school.

The pupils' spiritual, moral, social and cultural development is satisfactory. Pupils have a secure sense of right and wrong and share agreed values. They work and play together cooperatively and make a positive contribution to the community as a whole. The school recognises that pupils' spiritual and cultural awareness is not as strong as other aspects of their personal development.

Pupils have made good progress in adopting healthy lives and making healthy choices. They happily participate in sporting activities in lessons and in the good provision of extra-curricular clubs.

Pupils express their opinions freely. While they have some opportunities to influence school life, they say they miss the school council, which is currently being remodelled. Fundraising activities and practical problem solving in real-life situations help the pupils develop an awareness of economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching in the Foundation Stage is satisfactory. Children count accurately, read frequently used words and some write simple sentences. They make good progress during adult-led groups but some independent activities do not consolidate learning effectively. As a result, children are not clear about what is expected of them and become bored.

The teaching throughout the rest of the school is satisfactory overall. Pupils are interested and motivated when teachers have high expectations of them; activities challenge their thinking and reasoning; explanations and instructions are clear; and feedback helps them to improve. Inconsistencies exist in the quality of teaching for example; although most pupils persevere with their work, some lose interest when the learning purpose of a lesson is unclear or, as in one lesson, where the task is too difficult. Teaching assistants make a good contribution to teaching and learning, including for pupils who have learning difficulties or disabilities.

Comprehensive monitoring and assessment systems check on how well each pupil is doing and pick up on any weaknesses. Work is matched well to individual needs in

most lessons but specific learning steps are not always identified to move progress forward over time.

Curriculum and other activities

Grade: 3

The curriculum meets all statutory requirements. National strategies and guidelines are used appropriately to ensure that learning is built upon year on year and pupils have the opportunities to undertake a broad range of interesting work. The school's computer suite is well resourced and pupils have regular lessons to improve their information and communication technology skills. However, there are few opportunities for computer work and other related technology across the curriculum.

The Foundation Stage curriculum meets the needs of children appropriately; all the early learning goals are covered and an imaginative 'Sensory Area' has been developed that not only excites children's sense of discovery and investigation but also provides a wealth of language opportunities.

A good range of lunchtime clubs and after-school activities is available for pupils to join and these clubs are very well attended. A series of visits and visitors enhances and enriches the basic curriculum. These make a good contribution to the pupils' personal and academic development. However, the school has identified concerns over the balance of subjects taught. Furthermore, there is too much reliance on nationally produced materials and consequently the curriculum lacks a sense of relevance for the pupils.

Care, guidance and support

Grade: 2

This aspect is good. The safe and attractive environment and the positive relationships throughout the school reflect the good pastoral care, guidance and support given to the pupils.

Most parents agree strongly that their child is safe and well cared for at school and one parent told the inspectors, 'I cannot speak highly enough regarding the level of care given from all the teaching staff'. The induction procedures for the very youngest children are good.

Child protection procedures are secure and the school looks carefully at how it can make the environment safe for pupils. Pupils say they feel safe and that staff respond quickly and effectively to any concerns. Liaison with external agencies is effective. For example, all Year 6 pupils receive basic first-aid training and drugs-awareness training from Staffordshire Ambulance Service. Arrangements for pupils who have learning difficulties and disabilities ensure that they are fully integrated into the school community. The school has yet to develop a register of pupils with particular gifts and talents or provide alternative curriculum opportunities for these pupils.

Leadership and management

Grade: 3

The school judges leadership and management to be satisfactory and evidence gathered during the inspection confirms this is accurate. The leadership of the headteacher is impressive and since his appointment a term ago he has tackled weaknesses with determination and rigour. The headteacher has ensured that staff and governors have an accurate view of the school's relative strengths and weaknesses and a unified and coordinated approach to tackling change. The school's self-evaluation is refreshingly honest and the governors recognise it as a means of directing the school's future improvement.

The reorganised leadership team is clear about the school's expectations of them, how improvements are to be achieved and their accountability for raising standards. National initiatives are selected carefully to bring about the necessary developments. For example, the Primary Leadership Programme has helped teachers to identify their individual responsibility in bringing about necessary improvements.

Resources are improving from a poor level. The new management team has made some significant changes for the better but improving and restocking the school library remains a matter of some urgency.

In setting challenging targets, the headteacher has supported all staff with adequate training, improved resources and valued feedback. He has created a highly motivated and positive team committed to continuous improvement.

Governors are well informed and fully involved in the school's drive for improvement. Their knowledge and expertise is harnessed well, and they have established good procedures for holding the school to account, including financial control. The school is very well placed to build on its firm foundations.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3	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	3	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?	3	NA
The standards ¹ 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

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	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	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?	3	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	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	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 making the inspectors so welcome at your school. Your headteacher told me, 'The children at Pye Green Valley Primary school are wonderful and they are desperate to learn – they are well behaved and desperate to please'. You certainly lived up to your headteacher's description. We particularly enjoyed our conversations with you.

Some of the things we really liked were:

- the way your headteacher sees what needs to be done to make things better for you
- how keen your teachers are to make this a really great school
- your good behaviour and willingness to learn
- the sensible way that you let people know when things go wrong.

You will need to work hard to make sure that all these good things carry on. The adults in school have already spotted what needs to be done to improve the school further and we agree with them. We would like you to do even better in your writing and mathematics and achieve the really high standards you are capable of reaching. We would also like all of your teachers to keep learning from each other so that they can all be the very best.

Thank you for helping us so much with the inspection. We wish you all the very best for your future.