



Yenton Primary School

Inspection Report

Unique Reference Number 133729
LEA Birmingham
Inspection number 282350
Inspection dates 19 June 2006 to 20 June 2006
Reporting inspector John Eadie AI

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

Type of school	Primary	School address	Chester Road
School category	Community		Erdington
Age range of pupils	4 to 11		Birmingham B24 0ED
Gender of pupils	Mixed	Telephone number	0121 4646588
Number on roll	330	Fax number	0121 4648532
Appropriate authority	The governing body	Chair of governors	Mr David Cronin
Date of previous inspection	Not applicable	Headteacher	Mr David Williams

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Introduction

The inspection was carried out by a team of three Additional Inspectors.

Description of the school

This larger than average primary school serves an area which is being redeveloped in the north-east of Birmingham. This redevelopment is resulting in falling rolls and fairly high mobility. The school was formed nearly three years ago from infant and junior schools that occupied the site. The area is economically disadvantaged, and this is reflected in the higher than average proportion of pupils eligible for free school meals. Just over half the pupils are White British, the others coming from a wide range of heritages, the largest single group being Caribbean. Most speak English at home, though a few are at an early stage of learning English. A much higher proportion of pupils than average have a statement of special educational need, although the proportion with learning difficulties and/or disabilities is broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Yenton Primary is providing a satisfactory education for its pupils and gives satisfactory value for money. The school's own evaluation of its effectiveness matches that of the inspection. Children make good progress in the Reception classes and most reach the expected levels of skills and knowledge by the time they start in Year 1. This is due to the good provision that is made for them. Pupils' achievement is satisfactory through the rest of the school and they reach average standards by the time they leave. This is the result of satisfactory teaching. Teaching is no better than this, as in too many lessons teachers do not give pupils sufficient opportunities to play an active part in lessons and to investigate. The curriculum is satisfactory and thought has been put in to how it can be made more relevant for the pupils, but it lacks sufficient structure for the development of skills. Pupils' personal development is good as a consequence of the good care and support they receive. Behaviour is particularly good and relationships between pupils and between pupils and adults are very good. Academic guidance is sound as the school has recently developed thorough systems to check on pupils' progress. These are used well to identify pupils who might need support. However, they are not yet being used effectively to give pupils targets so that they know what they need to do to improve their work. Parents are very supportive of the school, saying such things as 'We are grateful that our child is in a school which treats children as individuals with great sensitivity and addresses individual needs' and 'This is truly a student-centred school.' Leadership and management are satisfactory overall. Governance is good as governors are knowledgeable and very involved in planning and decisionmaking. Leaders within the school have managed the amalgamation effectively, but there has been insufficient focus on raising standards until recently. Progress in this area is now being made, weaknesses having been identified from some good monitoring that has been carried out. Bearing this in mind, the school is now poised to make further progress.

What the school should do to improve further

- Ensure that teachers provide more opportunities for pupils to find out things and think for themselves, particularly to challenge more able pupils.
- Ensure that work in all subjects is more interesting for pupils and develops skills effectively.
- Build on the systems for measuring pupils' progress to provide clear targets so that pupils know what they need to learn next.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory and they reach average standards by the time they leave. Children join the school with levels of skills and knowledge which are lower than those usually found at this age. They make good progress in the Reception classes and most reach the expected goals for learning by the time they start in Year 1. However, standards in some aspects of literacy and numeracy are still lower than

expected. Although boys start with lower levels than girls, they have nearly caught up by the end of Reception. Pupils make satisfactory progress in Years 1 and 2 and reach broadly average standards in the national tests at the end of Year 2. Satisfactory progress continues throughout Years 3 to 6. The tracking system that the school has started shows that progress is beginning to improve and many pupils are now reaching more challenging targets. Although standards in mathematics dropped in the national tests last year, they have improved and standards at the end of Year 6 are broadly average in all three subjects tested. Pupils with learning difficulties and disabilities make good progress as they are given clear targets and good plans are set for their learning. There is no significant difference between the performance of different groups of pupils. A few older pupils who are at a very early stage of learning English are struggling as plans to develop their language are not sufficiently clear.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Moral, social and cultural development is particularly good, whilst spiritual development is satisfactory. Pupils enjoy coming to school, especially for lessons where they are active. They generally work hard and pay good attention to their teachers, even when lessons are a little dull. Attendance is satisfactory, but too many pupils arrive late to school in the mornings. Behaviour is good, because pupils develop a clear sense of right and wrong. Most follow the rules, but according to the pupils a few older pupils are less considerate at break. However, play times observed by inspectors were happy and trouble free. Pupils have many opportunities to take on responsibility, which develops their independence and helps them play a good part in the community. The school council has its own budget, organises activities and supports charities. Pupils make good progress in the personal skills needed for later life. They are clear about how to keep themselves and others safe. However, they are less inclined to put their understanding of how to stay healthy into practice. Many bring sweets and crisps to stand around and eat at break, rather than eating a healthy snack and having a run around.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Consequently, pupils make steady progress, but do not move forward as quickly as they could. Even so, there are some clear strengths in teaching throughout the school. Very good relationships between staff and pupils underpin pupils' positive attitudes to their work. Staff work hard to raise pupils' self-esteem and this helps pupils to tackle work confidently. Pupils are managed well and those with behavioural and emotional difficulties are kept on task successfully. Teaching assistants make a good contribution and support pupils with learning difficulties effectively so these pupils make good progress. In the Reception classes,

teaching is consistently good and so children do well. There are a few areas for improvement. In some lessons, teachers concentrate on developing basic skills, but do not make the work interesting or relevant enough. This dampens pupils' enthusiasm and interest and pupils say that they 'find some lessons boring'. Often, the activities set for pupils do not provide the opportunity for pupils to think for themselves. Too much time is spent on 'colouring in' and completing undemanding worksheets. More able pupils particularly are often not given enough challenge. Most teachers mark work regularly, but do not give pupils clear enough information about what they need to do to improve.

Curriculum and other activities

Grade: 3

Staff have worked hard to establish a satisfactory curriculum in this new school. Planning for the development of pupils' literacy and numeracy skills is sound, although not always challenging enough for more able pupils. In the Reception classes, good planning for work is hampered by a rather barren outside area. Which the school has plans to improve. The school is piloting some potentially exciting projects. These include the teaching of a second language in Year 6 and the introduction of the foundation subjects through themes or topics. The school knows that this needs adjusting to include more rigorous planning for the development of skills in different subjects. The personal, social and health education programme is satisfactory and enables pupils to learn about staying healthy and safe. It promotes pupils' personal development well and helps them to acquire the confidence needed for later life. The curriculum is enriched well by a range of visits and visitors, and a residential trip for Year 6 pupils. There are a satisfactory, though rather limited, number of out of school clubs.

Care, guidance and support

Grade: 2

Pupils receive good levels of care and support. Academic guidance is satisfactory. The school pays very careful attention to health and safety and child protection. Teachers know pupils well and most children are confident that there is an adult to whom they can turn if they are upset or worried. The support for children who are in the care of the local authority is particularly good, as the school goes to great lengths to maintain frequent contact with all those involved in each child's welfare. Support for very few pupils who are at a very early stage of learning to speak English for the first time is not as effective. Although they try hard to include these pupils, there are occasions when such pupils are unable to take part in lessons. Pupils' academic progress is recorded and tracked well, so the school can quickly identify when pupils are at risk of underachieving. However, this is yet to be fully developed into a system whereby pupils are set clear targets for the next steps in their learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has successfully created a good ethic of teamwork in the school since its creation. Good management structures have been put in place but, as yet, these have not been sufficiently effective in raising standards. Pupils' improving progress is evidence of a recent change of focus. The school has satisfactory processes for self-evaluation. For example, it identified weaknesses in the national test results in 2005 and these have been addressed successfully. The school consults both parents and pupils as part of the evaluation process and, as a result, changes have been made, such as to the timing of the school day. Governance is good. Governors are involved well and have adopted a good plan to ensure that they are well aware of what is going on in the school. They are particularly effective in their control of expenditure and in their involvement in school development planning. Bearing in mind the recent improvements in pupils' progress and the plans for future developments, the school is in a sound position to continue to move forward.

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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?	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	2	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	NA	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	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	3	NA
How well learners enjoy their education	2	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

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	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	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	NA
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

21 June 2006 Dear Children Thank you so much for welcoming us to your school. We really enjoyed talking to you and looking at your work. We were very impressed with how polite and well behaved you are. We think the following are the best things about your school

- You are confident and happy because grown-ups look after you well.
- Children and staff all get on well with each other.
- You behave sensibly because you know what is expected of you.
- Children in the Reception classes make good progress because the teaching is good.
- Children who find learning difficult are given a lot of help.
- Staff work closely with your parents to help you to do better.

These are the things that we have told your school it needs to improve

- Make lessons more interesting and give the children who find work easy harder things to do.
- Plan lessons so that you have more opportunities to think for yourselves.
- Tell you what you need to do to make your work better.

Yours faithfully John D Eadie (Lead Inspector) Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 www.ofsted.gov.uk