

Deykin Avenue Junior and Infant School

Inspection report

Unique Reference Number	103313
Local Authority	Birmingham
Inspection number	286628
Inspection dates	9 May 2007
Reporting inspector	Anthony O'Malley HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	172
Appropriate authority	The governing body
Chair	Ms Joy Gordon
Headteacher	Mrs P Sheckleford
Date of previous school inspection	28 January–1 February 2001
School address	Deykin Avenue Witton Birmingham B6 7BU
Telephone number	0121 464 4460
Fax number	0121 464 4461

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: current achievement in the school, pupils' personal development, the care, guidance and support provided and the effectiveness of leadership and management. Evidence was gathered from lessons, pupils' books, an assembly, meetings with staff and pupils, and documents, including parental questionnaires. Other aspects of the school's work were not investigated in detail but inspectors found no evidence to suggest that the school's own assessments, as given in its SEF, were not justified and these have been included where appropriate in this report.

Description of the school

Deykin Avenue Junior and Infant is smaller than most primary schools. It is situated in a socially and economically deprived part of Birmingham. The proportion of pupils from minority ethnic groups is very high. Children from Asian heritage make up over half of the pupils. A quarter of pupils are of Black heritage and one fifth of White. The proportion of pupils who speak English as an additional language is exceptionally high, as is the proportion of those who are at an early stage of English language acquisition. Two thirds of the pupils are entitled to free school meals. The proportion of pupils with learning difficulties and disabilities is much higher than average. Children enter the Reception class with skills well below the levels expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Deykin Avenue Junior and Infant School is a good school where pupils of all abilities and backgrounds enjoy success. The school's aim is that pupils 'become happy and productive citizens of the future'. For this to be achieved, staff know that pupils must develop skills comparable with those reached in schools serving more advantaged areas. The average standards achieved by pupils at the end of Year 6 represent both good progress and the fulfilment of that aim.

When the children enter the Reception class, the majority have English as an additional language. The provision takes this fully into account. Speaking and listening activities are carefully planned and, crucially, strong links are forged with parents to help them become involved in their children's learning. As a result, the children get off to a flying start. School data and observations indicate that almost all children reach, or exceed, the levels expected for children of this age.

In Key Stages 1 and 2, the school has focused attention on improving standards in writing and mathematics. The work seen in lessons and in the pupils' books shows the success of this focus. The proportion of pupils writing confidently is higher than in previous years and most are on track to meet their challenging targets in mathematics. By the end of Year 6, pupils achieve well in English, mathematics and science. In the national test in 2006, over 90% reached the expected level in English.

This good progress is a result of effective teaching which rightly prioritises the basic skills which will equip the pupils well for the next stage of their education. Expectations are high, as was shown in the Reception class, where the children carefully used their fingers to ensure that their writing is properly spaced. Most lessons are well planned and pupils are clear about what they are expected to learn. Effective use of assessment ensures that questions are well targeted and that the work set almost always matches individual needs. In most classes pupils benefit from marking which gives them clear guidance on how to improve their work. Where learning is weaker, questioning is less effective and opportunities to extend pupils' thinking are missed. Occasionally, the pace of learning for the most able pupils is too slow.

Pupils with learning difficulties and disabilities receive good support and make rapid progress. Staff know the pupils' misconceptions and they are able to plan activities that lead to better understanding. Teaching assistants are well briefed by teachers and this ensures that in lessons they can help pupils work successfully and independently. High quality support is also provided for pupils in the early stages of learning English. The school tracks the progress of these pupils very closely and provides any additional support required through the skilful work of a bilingual member of staff.

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Relationships throughout the school are impressive. Pupils get on well with each other in lessons, the dining hall and in the playground. They have

many opportunities to reflect on moral issues during assemblies and reflection is also encouraged in the best lessons when they are asked to think about what they have learned. The curriculum focuses well on cultural development and the development of basic literacy and numeracy skills. Attention is also paid to improving social skills because the school recognises that these too are essential for a successful future. The emphasis on adopting safe practices, healthy lifestyles and the contribution pupils can make to the local community is satisfactory but not as strong as other features in their personal development. For example, the pupils have limited opportunities to take responsibility for school and community activities. Rates of attendance are improving, and are now just below the national average.

The school has the strong support and confidence of parents. They appreciate the good care, guidance and support provided. As one parent wrote, 'The staff are very good at taking care of my child's individual needs and keeping me informed of any problems that arise'. Child protection procedures are in place and risk assessments are thorough. The tracking of pupils' academic progress throughout the school ensures that any pupils who are underachieving are identified early and effective arrangements are put in place to resolve any problems.

Leadership and management are good. The headteacher ensures that there is a clear focus on raising standards. She is well supported by the leadership team and together they have developed effective procedures for review, evaluation and development. There is a constant drive for improvement and staff are prepared to adapt their practice to new ways of working for the benefit of pupils. The leadership team has an accurate understanding of the school's strengths and weaknesses. The school development plan identifies the right priorities and is clear about how actions to tackle weaknesses will be measured. This makes it easy for leaders, including governors, to evaluate how effective the implementation of the plan has been. The recent improvements in achievement and in attendance are evidence of the school's good capacity to improve.

What the school should do to improve further

- Ensure that in all lessons, teaching is good or outstanding.
- Give pupils more opportunities to contribute to their school and local community, as well as ensuring that they gain a better understanding of the importance of eating healthily and adopting safe practices.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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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
The quality and standards in the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average, with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



10 May 2007

Dear Children

Inspection of Deykin Avenue Junior and Infant School, Witton,
Birmingham B6 7BU

Thank you for helping us when we visited your school. We enjoyed talking to you and watching you learn. We would like to tell you what we found out.

You told us that you go to a friendly school and we agree with you. Yours is a good school. We thought your behaviour was good and that you were polite to visitors. We were impressed with the way you get on well with each other, behave well and are sensible around the school. You work hard in lessons and make good progress in English and mathematics. All the grown-ups take care of you very well and help you learn. We particularly like the way they ask questions that make you think hard and plan lessons that all of you enjoy and do well in.

I have asked the staff to do a few other things to make the school even better.

- Make sure that all of the lessons you have are good or outstanding.
- Work closely with you so that all of you have more opportunities to be involved and take responsibility for school and community activities.
- Help you to have an even better understanding of how to eat healthily and stay safe.

If you have any ideas how the staff can bring about any of these improvements I know that they will be delighted to hear from you.

Best wishes

Anthony O'Malley
HMI