



Yew Tree Nursery Infant and Junior School

Inspection Report - Amended

Better
education
and care

Unique Reference Number 104058
Local Authority Solihull
Inspection number 286845
Inspection dates 27–28 September 2006
Reporting inspector Derek Watts

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

Type of school	Primary	School address	Wherretts Well Lane
School category	Community		Solihull
Age range of pupils	3–11		B91 2SD
Gender of pupils	Mixed	Telephone number	0121 7042067
Number on roll (school)	197	Fax number	0121 7114150
Appropriate authority	The governing body	Chair	George Wood
		Headteacher	Robert Hawkesford
Date of previous school inspection	30 April 2001		

Age group	Inspection dates	Inspection number
3–11	27–28 September 2006	286845

Amended Report Addendum

Report updated to resolve formatting inconsistency

© 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 two Additional Inspectors.

Description of the school

Yew Tree is a smaller than average primary school. Most of the pupils are from a White British background. There are a few pupils with English as an additional language. The proportion of pupils with learning difficulties and disabilities is above average. Children enter the Nursery with broadly expected knowledge and skills. During the past few years, the school has experienced staffing changes, but there is now a settled teaching force.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The overall effectiveness of Yew Tree Nursery, Infant and Junior School is satisfactory. Pupils make satisfactory progress in their academic and personal development.

Teaching, learning and the curriculum are satisfactory. The school has experienced some disruption recently with staff changes. These contributed to a dip in Year 2 national test results in 2005 and in science in the 2006 Year 6 results. The school has now stabilised and successfully set about making improvements. Achievement is satisfactory throughout the school and standards are broadly average in Year 6. Children in the Foundation Stage make satisfactory progress and attain expected standards.

Care, guidance and support for pupils are satisfactory. The school has strengths in aspects of pupils' personal development. Pupils enjoy school and show positive attitudes to learning. This is confirmed by the good levels of attendance. Most pupils behave well and the school is successfully tackling the disruptive behaviour of a few boys in Years 5 and 6. Pupils show a good understanding of the importance of a healthy lifestyle and keeping safe. A good range of additional activities enriches the curriculum and these contribute well to pupils' enjoyment and interests.

Some of the school's improvements to academic performance have already been successful, and the capacity to improve further is satisfactory. For example, the school has increased the proportion of pupils who reach the higher Level 3 in mathematics in Years 1 and 2. Nevertheless, some improvements are still at an early stage of development. Opportunities to use and apply numeracy skills in practical activities in these year groups are still too limited. Neither is the school ensuring that pupils in Years 3 to 6 have regular opportunities to carry out investigations in science. Good improvements have been made to assessment, but this information is not always used as effectively as it could be to match activities to pupils' abilities and needs.

Leadership and management are satisfactory. New subject leaders are already beginning to develop their monitoring role. School evaluation is satisfactory but performance data is not always analysed with sufficient rigour. As a result, although school improvement planning contains appropriate priorities to raise achievement, indicators to measure the success of initiatives are not always sufficiently sharply focused.

What the school should do to improve further

-
- Give pupils more opportunities for learning through the use of practical activities in order to raise achievement in mathematics in Years 1 and 2 and in science in Years 3 to 6.
- Use assessment information more effectively to match tasks to pupils' abilities and needs so that teaching and learning are consistently good.
- Ensure that the school's improvement plan provides clear indicators to measure the success of its initiatives to raise achievement.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are broadly average in Year 6. Children in the Foundation Stage make satisfactory gains in all areas of learning and most reach the standards expected for their age. Pupils continue to make satisfactory progress in Years 1 and 2. After a decline in results in 2005, the school has taken effective action to raise the proportion of pupils who reach the higher Level 3 in reading and mathematics. The results of national tests taken by Year 2 pupils in 2006 showed that standards were average in reading and writing, but below average in mathematics. The school is working successfully to improve mathematics, and pupils are now making satisfactory progress in this subject.

In 2005, the national test results for Year 6 were broadly average in English, mathematics and science. These results indicated that these pupils achieved well from their prior attainment in Year 2. Unconfirmed test results for 2006 indicate that results were broadly average in English and mathematics, but below average in science. The school has identified that the fall in science was as a result of too few opportunities for pupils to plan and carry out scientific investigations. This shortcoming is being resolved. Year 6 pupils are now making satisfactory progress in lessons, although improvements have yet to make a full impact on teaching and learning.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being are satisfactory. Most pupils enjoy school, behave well and have positive attitudes. Attendance is good and above average. A small minority of boys in Years 5 and 6 sometimes distract others in class, but pupils report that behaviour has already shown a significant improvement on previous years. Pupils feel safe and are confident in turning to adults when they have problems. They know how to keep themselves safe. They make a sound contribution to the school and wider community. Pupils raise money for charities, and older pupils organise games for the younger pupils in their role as 'play leaders'.

Pupils have a good understanding of how to live a healthy lifestyle, especially the importance of a healthy diet and regular exercise. They participate regularly in physical education and many attend the popular sporting activities after school. Pupils' spiritual, moral, social and cultural development is satisfactory, with a particular strength in their good understanding of the range of cultures

and religions within Britain. By the time they leave, most pupils have developed the social and academic skills they need for secondary school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. Explanations and demonstration are used well by teachers to promote learning. There are regular opportunities for paired or group discussion and these develop pupils' speaking and listening skills well. Pupils make good progress when challenged by interesting tasks, but this does not happen in all lessons. When tasks are not matched well to pupils' abilities, the pace of learning slows. Teachers manage pupils well and behaviour is generally good. Time is sometimes lost while members of staff deal with the challenging behaviour of a few boys. When this happens, the lesson loses pace. Assessment systems are developing well. Pupils are set appropriate learning targets in English and mathematics and the marking of pupils' work is usually effective in helping pupils to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. As a result of improvements to the systems for tracking pupils' progress, the curriculum is now modified more frequently in response to pupils' specific needs. This improvement is an important contributory factor in pupils' increased progress. Nevertheless, there are still not enough opportunities for pupils to plan and carry out their own investigations in mathematics in Years 1 and 2 and in science in Years 3 to 6. This shortcoming limits the progress they make in these areas.

Provision for personal development is beginning to increase pupils' confidence and self-esteem. Pupils appreciate the good range of sporting and musical activities, 'special days', residential visits, visitors and clubs. They also enjoy taking part in school productions like 'Hosanna Rock'. Visiting specialist teachers of music and sport enhance provision. An adequate Foundation Stage curriculum ensures that children make a satisfactory start to school life.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Procedures to ensure pupils' health, well-being and safety, including child protection, are securely in place.

Staff know pupils well and provide them with a good level of pastoral care. Pupils with learning difficulties and those with challenging behaviour are handled sensitively and there is good liaison with other agencies to ensure their needs are met. A new approach to the management of behaviour is consistently applied, and is proving successful because it puts an emphasis on praising good

behaviour. As one parent commented, 'Behaviour is improving with new strategies in place'.

Pupils' progress is now tracked and recorded, so that extra help can be provided to help them catch up when they fall behind. This has already contributed to increased progress for younger pupils. Target setting is developing well, but is not yet consistently in use across the school. Pupils with learning difficulties and disabilities are given individual or small group support, which enables them to make satisfactory progress. Pupils with English as an additional language receive satisfactory support.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Changes to staff in the past few years have led to inconsistencies in the quality of teaching and learning, and some subjects, such as mathematics, have been without leaders. The school now has a more settled staff and new subject leaders have been appointed. These improvements have been key factors in securing recent improvement. The school's participation in a national leadership programme has helped to strengthen the monitoring role of subject leaders. As a result, there are signs of success already in teaching and learning and in pupils' behaviour and Yew Tree is now in a better position to bring about further improvements.

Systems for self-evaluation are satisfactory, so that the school is developing an increasing understanding of its performance. This knowledge has enabled the school to set itself suitable priorities for securing further improvement, although planning does not always have clear measures for judging the plan's success. Pupil assessments and national test data are checked, but not always analysed with sufficient penetration and rigour. The governing body is committed and supportive. It is now more focused on challenging the school's performance.

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

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	3

The quality of provision

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

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.

Leadership and management

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

Text from letter to pupils explaining the findings of the inspection

29 September 2006

Dear Pupils

Yew Tree Nursery, Infant and Junior School, Wherretts Well Lane, Solihull, West Midlands B91 2SD

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. We think that Yew Tree is a satisfactory school, which is showing signs of getting even better.

These things were strengths of the school

- You clearly enjoy school and the many extra activities you take part in.
- You all come to school regularly.
- Most of you behave well and you are friendly and polite.
- You get on well with other pupils and adults.
- All the staff know you well and make sure that you are cared for, supported and safe.
- Your parents are pleased with the school and give it their support.

These are the things the school has been asked to improve

- Give you more practical investigations to do so that you make even more progress in mathematics and science.
- Make sure that work is not too easy or too hard for you.
- Make sure that members of staff and governors can check really closely the success of all the improvements they make.

Finally, thank you once again for all your help. We wish you all the best for the future.

With kind regards

Derek Watts

Lead Inspector