



D'Eyncourt Primary School

Inspection Report

Unique Reference Number 104319
Local Authority Wolverhampton
Inspection number 286908
Inspection dates 1–2 February 2007
Reporting inspector Martin James

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

Type of school	Primary	School address	Mullett Road
School category	Community		Wednesfield
Age range of pupils	4–11		Wolverhampton WV11 1DD
Gender of pupils	Mixed	Telephone number	01902 558778
Number on roll (school)	313	Fax number	01902 558779
Appropriate authority	The governing body	Chair	G Locket
		Headteacher	D Arnold
Date of previous school inspection	21 November 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

D'Eyncourt Primary School is larger than most primary schools. Whilst most pupils are of White British heritage, a small minority are from other ethnic backgrounds. There are very few pupils who speak English as an additional language. The number of pupils eligible for free school meals is below average, as is the proportion of pupils with learning difficulties and disabilities. Children enter Reception with a range of ability levels but, overall, their attainment is in line with that found nationally.

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 the school is satisfactory. It has some considerable strengths as well as areas for improvement. Parents speak highly of the school and what it provides. For example, one said, 'I cannot praise the staff highly enough.' Pupils enjoy coming to school and they believe their views are taken into account. They benefit from the good curriculum, which includes visits and a variety of different clubs. Pupils' behaviour and attitudes to work are good. The school's care, guidance and support for its pupils are satisfactory, pastoral care is good and pupils' safety is a priority. Their personal development and well-being are good and they have a good understanding of the multicultural society in which they live, as well as of the wider world.

Pupils' academic achievement is satisfactory because the overall quality of teaching is satisfactory. Teachers do not always provide pupils with adequate guidance to help them understand how to improve their work, either through their marking or the setting of targets. Pupils make satisfactory progress through Reception and Years 1 and 2, achieving average standards by the end of that time. Through Years 3 to 6, pupils make steady progress and, by the end of Year 6, standards again are broadly average. However, higher attaining pupils do not always achieve as well as other pupils.

Leadership and management are satisfactory. The school's self-evaluation is generally satisfactory, although it is not always sufficiently focused on how well pupils are achieving. However, the school has successfully identified where improvement is needed and taken appropriate action. For example, the curriculum has been adapted to help benefit the learning of boys and the school is working to improve its arrangements for tracking pupils' progress, to help ensure that they are achieving as well as they can.

All staff and governors demonstrate a commitment to improving the school. In particular, the school has acknowledged the need to improve the challenge provided for higher attaining pupils in their work. Governors are fully involved in budget setting and improvement planning. However, they do not hold the school to account adequately for the progress pupils make. The school has taken effective steps to tackle the issues raised at the time of the last inspection and demonstrates a satisfactory capacity to improve further.

What the school should do to improve further

- Ensure that teachers consistently provide opportunities to challenge and extend pupils in their work, especially higher attainers
- Improve the quality of marking and processes for setting targets, so that pupils know what is expected of them in order to improve their work.
- Improve leadership and management through a more rigorous approach to monitoring and evaluating pupils' achievement, and ensuring that all pupils are achieving as well as they can.

Achievement and standards

Grade: 3

Standards are average and pupils' achievement is satisfactory. Children's attainment on entry to the school is broadly average. They make satisfactory progress in Reception and most achieve the targets set for children of this age. Aspects of physical development are restricted by the limited outdoor facilities. However, personal skills are well developed through clear routines and well structured play. Pupils in Years 1 and 2 make satisfactory progress, achieving average standards and sometimes exceeding them.

Standards in Year 6 are broadly average, demonstrating satisfactory achievement from these pupils' starting points in Year 3. Whilst the proportion of pupils reaching the nationally expected level in English, mathematics and science is above average, the proportion of pupils reaching higher levels is generally similar to national figures. This illustrates that some of these pupils do not do as well as they might.

The school makes satisfactory provision for pupils with learning difficulties and disabilities, and this is helping them make sound progress towards the targets set for them. Pupils who speak English as an additional language also receive well directed support, which enables them to achieve satisfactorily.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their behaviour is good, as are their attitudes to their work. Pupils are courteous and polite and they really enjoy school, as shown by their good attendance. Pupils understand the need to carry out all activities safely and, for instance, they handle equipment carefully during lessons in physical education. Pupils make a good contribution to the community. In school, they readily take on a variety of responsibilities and the school council has helped initiate improvements, for example, to playground equipment. The school is also involved in the wider community. For instance, the choir regularly takes part in local events.

Pupils have a good understanding of how to live healthy lives and, for example, they regularly eat fruit during breaktimes. Pupils also benefit from the good opportunities provided by the school for exercise. Pupils' spiritual, moral, social and cultural development is good. For instance, pupils have a good understanding of our multicultural society. The school successfully develops a range of personal skills, such as confidence and independence. The standards currently being achieved in literacy and numeracy are preparing pupils adequately for their next stage of education, as well as for later life.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory, resulting in satisfactory achievement. However, there are some good features. Relationships between teachers and pupils are good and there is a good variety of teaching approaches employed. For example, in Reception, children are provided with opportunities to choose their own work, as well as tackling tasks set by teachers. Teachers know their subjects securely. Assessment is often used effectively to provide for pupils with learning difficulties and disabilities, although it is used less successfully when planning for more able pupils. Teaching assistants are well deployed, for instance, in supporting those pupils who speak English as an additional language. Interactive whiteboards are being used well to support teaching and learning. However, on occasions, introductions to lessons do not fully engage the pupils, and a few of them lose concentration. This in turn slows their rate of work.

Pupils are provided with much help and advice in lessons but the quality of support given through marking is not as strong. Written comments are often not precise enough and then pupils are not adequately helped to understand how to make their work better.

Curriculum and other activities

Grade: 2

The good curriculum enables pupils to study a broad and interesting range of subjects. Suitable links are made between subjects when appropriate and good, much improved, use is now made of information and communication technology. Allowance is made in the curriculum to encourage boys in their learning, such as an interesting variety of topics to develop writing skills. The good links that now exist with a number of continental schools mean that pupils have a good knowledge of the world around them.

There is suitable emphasis through the school on developing pupils' personal and social skills. In the Foundation Stage, there is a good balance between independent learning and more directed tasks. However, outdoor activities are restricted by the limited facilities available. Learning difficulties and disabilities are identified well, and pupils are provided with a suitable range of relevant work. More able pupils are not always provided with work that is challenging enough for them.

The curriculum makes a good contribution to pupils' safe and healthy lifestyles and there is a wide range of educational outings and extra-curricular activities, which the pupils support with enthusiasm.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. The school is dedicated to the pastoral care of its pupils and this is a major strength. Parents recognise the close support that is provided and one spoke of the 'warm, family atmosphere' that is developed. Detailed procedures ensure that pupils are kept safe and pupils have confidence in the support systems. They say any problems are quickly sorted out. The close links forged with pre-school providers mean that pupils are well prepared for the start of school. Staff know the pupils well and are strongly committed to their welfare.

Child protection procedures are good. Health and safety are well monitored and risk assessments are carried out regularly. The careful monitoring of pupils whose first language is not English helps to ensure they feel happy in school and progress as well as their peers. Pupils are provided with targets for improving their work in literacy and numeracy, but some of these are too general and so pupils are not sufficiently helped to understand how to improve their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher, effectively supported by the deputy headteacher, has created a positive and caring atmosphere, where pupils feel safe and enjoy their education. He has also developed a good team spirit amongst staff. Self-evaluation is carried out conscientiously but a lack of rigour in monitoring pupils' progress has resulted in the school overestimating its effectiveness. As a result of recent improvements in procedures, the school now has a better focus on the analysis and use of data to assist school planning, monitoring and review. There is a determination among staff to raise achievement and the school is particularly aware of the need to improve the performance of higher attaining pupils.

The subject leaders for literacy and numeracy demonstrate a clear understanding of how to take the school forward and they are working to improve the quality of the target setting. Governance is satisfactory, with the governors supporting the school at every opportunity and being fully involved in various forms of planning and monitoring. However, they do not monitor the progress that pupils make as they move through the school.

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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?	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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
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	2
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?	2
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

Thank you for making us so welcome when we came to visit your school. We enjoyed talking to you and we were very interested in what you had to tell us. We also really enjoyed your singing in assembly. Overall, you are in a satisfactory school where you are making steady progress with your work. I am writing to tell you what else we found out about your school, what we think is good, and what we think needs to be made better.

Here are some of the highlights:

- You behave well and you help to make the school a happy place.
- You are sensible about making decisions on how to improve your school.
- You enjoy the wide range of extra activities that the school provides, such as the visits and different clubs.
- All adults in school care about you, look after you well and keep you safe.
- You know all about how important it is to eat healthy food and take exercise.

We have also found some things to make the school better. This is what we have asked the school to do.

- Make sure that the work teachers provide for you is hard enough for you all.
- Provide you with more comments in your books and clearer targets, so that you have a better understanding of how to improve your work.
- Improve the way in which the adults who work with you keep a check on your progress, to make sure you are doing as well as you can.

We wish you all good luck for the future.