

# Yew Tree Community Junior and Infant School (NC)

## Inspection report

---

<b>Unique Reference Number</b>	103259
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	308265
<b>Inspection dates</b>	14–15 October 2008
<b>Reporting inspector</b>	Sarah Conway

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	484
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nasir Awan
<b>Headteacher</b>	Shaukat Islam
<b>Date of previous school inspection</b>	12 April 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Yew Tree Road Aston Birmingham B6 6RX
<b>Telephone number</b>	01214 642967

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	14–15 October 2008
<b>Inspection number</b>	308265

**Fax number**

01214 645066

<b>Age group</b>	3-11
<b>Inspection dates</b>	14-15 October 2008
<b>Inspection number</b>	308265

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://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 three Additional Inspectors.

## Description of the school

Yew Tree Community Junior and Infant (NC) School is a large school situated in a disadvantaged area close to the city centre of Birmingham. Most pupils are from Pakistani or Bangladeshi backgrounds and are learning English as an additional language. The proportion of pupils eligible for free school meals is well above average. The number of pupils with learning difficulties and/or disabilities is significantly higher than in other schools of a similar size. A high proportion of children begin the Early Years Foundation Stage (EYFS) at a very early stage of learning English. The EYFS consists of the Nursery and Reception classes.

The school provides a breakfast club for pupils at the start of each school day.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Yew Tree Community Junior and Infant School is an improving school and provides a satisfactory standard of education. It has significant strengths. Parents are highly supportive of the school. Pupils are proud of what they do and are enthusiastic in saying how much they enjoy school. They develop positive attitudes to learning and their personal development and well-being are good. They feel very safe, behave well and are confident that adults will help them. Pupils have a good understanding of how to keep healthy. Their preparation for future life is satisfactory.

Children join the school with skills and knowledge exceptionally below the levels expected of three- and four-year-olds, especially in language development and personal and social skills. They make good progress in the EYFS because of the attention teachers give to planning the curriculum. Provisional test results and pupils' work show that improvements made in 2007 in both Key Stages 1 and 2 are being sustained and standards are rising. The improved teaching and curriculum in science has contributed to standards in this subject being broadly average by the time pupils leave school in Year 6. However, standards in English and mathematics remain below national averages. Careful termly tracking of the progress of pupils together with some additional targeted teaching have led to greater consistency within year groups so that most groups achieve satisfactorily including pupils with learning difficulties and/or disabilities. Pupils in the early stages of learning English make steady progress in improving their skills.

Some past inadequate teaching has been eradicated so that teaching and learning are now consistently satisfactory. Teaching is best in science. The teaching of science has improved as a result of teachers using more practical activities and drawing better on pupils' own experiences to make learning purposeful. This has led to improved pupils' progress in science. In English and mathematics, work is not always pitched at the right level for all pupils, especially the most able, and this slows the pace of learning. The curriculum covers the subjects it should and is satisfactory overall. Academic guidance is good. Most pupils know their targets and what they have to do to improve and this helps them to achieve the next step they need to make in their learning.

The school has a secure understanding of its own strengths and weaknesses because of sound systems for checking school effectiveness, and satisfactory leadership and management. However, there is not yet a sufficiently consistent approach to addressing these weaknesses because the school has a very complex leadership structure that is not always understood by members of staff. This means that some developments are not always fully followed through and do not have sufficient effect on pupils' learning. Challenging targets are in place and have contributed to improvement, although the use of targets is not yet consistently good across the school. Pupils have very few opportunities to mix with children from other cultures, in particular children of from White British backgrounds; so that understanding of the wider community is limited. There is a constructive relationship between governors and the school so that governors are in a better position than in the past to offer appropriate challenge and to play a more active part in the daily life of the school. The school has demonstrated through recent developments that it has a satisfactory capacity for improvement.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children in the EYFS get off to a good start. They settle into a safe and secure environment in the Nursery, encouraged by the very positive relationships they form with staff, and this is maintained in the Reception classes. Good links with parents and other agencies contribute to the good well-being of children. All children including those with additional needs make good progress from exceptionally low starting points in both the Nursery and Reception classes. By the time children enter Year 1, standards have improved and are below those expected for their age. Good leadership ensures that children are taught well and continue to make good progress in all areas of learning despite some recent instability in staffing. Progress is carefully monitored to help staff plan stimulating activities and to direct extra help where most needed.

The recently adopted programme to focus on letters and sounds is resulting in increased achievement in children's language skills. In classrooms, resources are used well to engage children but the outdoor area is not used to its fullest potential to support the curriculum.

### What the school should do to improve further

- Review the leadership structure so that there is greater clarity about leaders' responsibilities for raising standards.
- Ensure that teachers always expect enough of more able pupils in English and mathematics so that progress is as good in these subjects as it is in science.
- Increase the number of opportunities for pupils to meet and work with their peers from different backgrounds.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Children enter the school with very low attainment, with very few pupils working at the level expected for their age. Many are at an early stage of learning English as an additional language. They make good progress in the EYFS and enter Key Stage 1 working at levels that are below national averages. Progress in Years 1 and 2 is satisfactory so that by the end of Key Stage 1 attainment is still below national averages.

Provisional 2008 Key Stage 2 test results show that the focus on improving the curriculum in science has led to improved progress so that standards are now in line with national averages. The recent focus on writing by the school has also led to some improvement in pupils' work but standards in English remain below average by the end of Year 6. Progress in mathematics is also satisfactory resulting in standards being below average by the end of Key Stage 2.

The careful termly tracking of the progress of pupils, together with some additional targeted teaching, is beginning to impact on progress in other year groups across the school so that current achievement is consistently satisfactory and in some cases better. There is no significant difference in the performance of groups, including pupils with learning difficulties and/or disabilities. Pupils of Bangladeshi background achieve more highly than those of Pakistani background. However, targeted provision by the school is helping to close the gap and pupils of Pakistani background are beginning to show accelerated progress in their everyday work.

## Personal development and well-being

### Grade: 2

Pupils are enthusiastic and friendly. They enjoy most aspects of school especially science lessons. Pupils feel very secure, saying that the rare incidents of bullying are promptly dealt with by staff. There are rigorous procedures in place to promote good attendance so that most pupils attend regularly. However, a minority of parents take children on extended holidays abroad in term time resulting in rates of attendance being satisfactory overall.

Pupils have a clear understanding of how to stay healthy, reflected in their good awareness of the importance of eating a balanced diet and their keen participation in physical exercise. Pupils' spiritual, moral and social development has some strengths but is satisfactory overall. Pupils have a strong understanding of right and wrong, showing respect for each other and adults. This underpins their good behaviour. They cooperate well with each other and take turns in using equipment and resources. Spiritual and cultural development is satisfactory. Pupils thoughtfully listen to music but have limited opportunities for quiet reflection at other times during the day. Pupils from different backgrounds get on well together in school but their understanding of the ethnic and cultural diversity of contemporary Britain is limited.

Pupils contribute well to the school community through the school council. They readily undertake whole school responsibilities including being prefects and mentoring of younger pupils. Pupils are engaged in fund raising for the wider community and contribute to improving the local environment but this area is not as well developed as others. Pupils' good personal and social development, and ability to work well together contribute well to their future well-being but this is no more than satisfactory because of the rate of progress in pupils' basic skills.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is consistently satisfactory across year groups. Classrooms are attractive and welcoming spaces in which to learn. Relationships between pupils and teachers are good, with effective use being made of information and communication technology to support learning.

Teachers' subject knowledge is good but in a few lessons progress is slowed because there is limited opportunity for pupils to work with each other and not enough time is allowed for reflection. Where teaching is most effective it is because there is a fast pace to learning and there is good challenge for more able pupils. Pupils respond especially well when they are given practical activities to work on and when they are told what they need to do to succeed. As a result, progress is faster at these times and the level of engagement of pupils is high. This is particularly noticeable in science lessons.

Marking of pupils' work is accurate, regular and thorough. Pupils say that they appreciate the help teachers give them to learn. Information from assessment is not always used to match work to learners' needs. This is especially true in the case of higher attaining pupils in English and mathematics and this slows progress. There are a number of additional adults in most classes providing a range of support, but they are not consistently effective in supporting pupils' learning.

## Curriculum and other activities

### Grade: 3

The curriculum is broad and balanced, contributing effectively to the personal development of pupils through, for example, the explicit teaching of social and team working skills, and swimming and health lessons. The school has undertaken a number of projects to develop pupils' literacy and numeracy skills. This is beginning to impact on the progress pupils are making, although more remains to be done to ensure that the use of numeracy and literacy skills is consistently good across the school. Practical science lessons are engaging and relevant, contributing well to accelerated progress.

The school recognises the need to extend provision for pupils identified as gifted or talented in order to ensure that they are consistently challenged in lessons. The numerous educational visits provided by the school extend learning and pupils' horizons. The wide range of clubs available are well attended and successfully raise pupils' aspirations, adding greatly to their enjoyment of school.

## Care, guidance and support

### Grade: 2

Members of staff use their detailed knowledge of pupils effectively to help their personal and academic development. The school integrates newly arrived pupils well especially those with little or no spoken English so that they settle quickly into school. Pupils value the breakfast club that helps them to get a good start to the day. They feel safe and know who to go to if they have a problem. They know their concerns will be effectively resolved. Child protection and health and safety procedures are robust and regularly reviewed. Pupils with learning difficulties and/or disabilities receive sympathetic support. Their learning programmes are accurately tailored to their needs and their progress is regularly checked.

The school makes good use of outside agencies and experts to support learning. It works closely with parents providing good quality practical advice on how they can help their children. Pupils are clear about how they can improve their own work because they are set clear targets. However, teachers do not always make enough use of assessment information to support the next stage of pupils' learning, especially for more able pupils in English and mathematics.

## Leadership and management

### Grade: 3

The headteacher has a clear vision for what the school needs to do to improve. Self-evaluation is accurate. The determination of leaders to drive up standards has led to the school taking part in a number of Local Authority projects as well as introducing changes of their own. Despite the commitment to improving pupils' progress, the complex leadership structure means that the impact of some of these initiatives is not as good as intended.

Since his arrival, the headteacher has worked hard to eradicate inadequate teaching and to introduce some stability in the staffing of the school. Systems to track pupils' progress are now embedded and being used effectively to identify variations in learning. The use of challenging targets has contributed to a rise in standards but this is not yet consistently good across all areas of the school's work.



Governors are conscientious and are developing their knowledge of the school. However, they do not yet focus sufficiently on achievement and standards to hold leaders to account. Relationships within the school are harmonious but pupils have limited contact with pupils from other cultures, notably White British, so that the school's contribution to community cohesion is no more than satisfactory.

**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](http://www.ofsted.gov.uk).**

## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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/or disabilities make progress	3

<sup>1</sup>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.

## Personal development and well-being

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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Yew Tree Community Junior and Infant (NC) School, Birmingham, B6 6RX

Thank you so much for the warm welcome you gave us when we visited your school recently. We enjoyed talking to you and visiting your classrooms. You told us how much you enjoyed school and appreciated the help teachers gave you to improve your learning. We think your school is satisfactory.

Here are some things we found out about your school:

- You make a good start in the Nursery and Reception classes.
- By the time you leave Year 6, not enough of you achieve average standards.
- You behave well and enjoy your lessons.
- The teachers are clear in telling you what to do to improve your work.
- Your headteacher and other staff know what the school needs to do to improve.
- You know who to go to when you have a problem.
- You have a good understanding of how to live a healthy life.

The school is working hard to make things even better for you. We have asked the school to do three things:

- Make sure that senior leaders are clear about their responsibilities so that they can check that they are doing the right things to improve attainment.
- Ensure that teachers always expect enough of pupils who find work easy in English and mathematics.
- Provide you with more opportunities to meet and work with children from different backgrounds.

We hope that you will all continue to enjoy coming to school and to try your hardest so that you are successful in the future. Remember that it is important that you attend as often as you possibly can if you are to do your very best.

We wish you continuing success.

Best wishes

Sarah Conway Lead inspector