

Yardley Wood Community Primary School

Inspection report

Unique Reference Number	103281
Local Authority	Birmingham
Inspection number	308273
Inspection dates	30–31 January 2008
Reporting inspector	Paul Edwards

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	3–11
Gender of pupils	Mixed
Number on roll	
School	214
Appropriate authority	The governing body
Chair	Sarah Rayment
Headteacher	Matthew Wynne
Date of previous school inspection	1 November 2003
School address	School Road Birmingham B14 4ER
Telephone number	01214 742456
Fax number	01214 305001

Age group	3–11
Inspection dates	30–31 January 2008
Inspection number	308273

© Crown copyright 2008

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

Yardley Wood is an average size primary school. The percentage of pupils eligible for free school meals is much higher than seen nationally. The number of pupils with learning difficulties or disabilities is above average as is the proportion of pupils from minority ethnic groups. When children enter school in the Nursery, their levels of skills are below those expected for their age. The headteacher and deputy headteacher retired in July 2007, and an acting headteacher managed the school until the current headteacher took up his position in January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement. The overall quality of education provided by the school is inadequate. The leadership of the school does not demonstrate that it has the capacity to arrest the inadequate progress made by the pupils and the decline in standards seen over the past three years. Children make satisfactory progress throughout their time in the Foundation Stage. However, pupils make insufficient progress in Key Stage 1 and Key Stage 2 in the key areas of English and mathematics. At the end of both key stages, standards remain stubbornly below average. Pupils with learning difficulties or disabilities make satisfactory progress, but those pupils of average ability and the most able do not achieve nearly as well as they should. Pupils' enjoyment of school, both in lessons and during break times, is reflected in their good behaviour, enjoyment and positive response to the tasks they are given. Pupils take advantage of the good range of physical and sporting opportunities they are given, but whilst they understand the importance of a healthy diet, few choose to follow the advice. Pupils contribute well to the community in their roles as school councillors, through their drama and musical activities, and their involvement in charitable activities. The satisfactory teaching overall in the Foundation Stage provides children with a secure start to school. Throughout Key Stage 1 and Key Stage 2, teaching is inadequate and too inconsistent to ensure pupils make at least satisfactory progress. Teachers have good relationships with pupils, command good respect and are enthusiastic. However, these good features are outweighed by the weaknesses. Teachers tend to talk for too long, not giving pupils sufficient time for completing their own independent work. Ineffective assessment procedures result in work that is not matched closely enough to what pupils are capable of doing. This is particularly so for the more able and average attaining pupils. Pupils with learning difficulties or disabilities get additional support both in lessons and during withdrawal sessions and this enables them to progress satisfactorily. The curriculum covers all subjects in sufficient depth and the pupils enthuse about the good range of sporting, dramatic and musical activities, which many attend. However, academic guidance is weak and few pupils know their targets and what they have to do to improve. Most aspects of pastoral care are good but there are some significant shortcomings in the safeguarding procedures to ensure the wellbeing of pupils. In the short time since his appointment, the headteacher has gained a clear picture of the strengths and weaknesses of the school and has identified how these weaknesses will be improved. However, although he has been successful in raising the morale of the staff, there has been too little time for his actions to influence standards and achievement. Inadequate monitoring and self-evaluation has resulted in a lack of clear strategic vision and a clear long-term financial plan. This has resulted in a significant shortage of funding which has limited the prospect of increasing the size of the senior management team. Existing staff have taken on additional responsibilities but they have not been adequately involved in improving the provision. Governors, although supportive, have not been effective in ensuring improvements to the school through effective self-evaluation.

Effectiveness of the Foundation Stage

Grade: 3

Children in the Nursery and Reception achieve satisfactorily. There is a happy, purposeful atmosphere in lessons, where children are provided with a good range of interesting activities. However, opportunities are missed to provide children with a clear direction during activities that children choose for themselves, and when they are working independently and in small groups. By the end of Reception, children have skills that are below those levels expected for their age, but this represents satisfactory progress from when children first start at school. The curriculum covers all the required areas of learning and includes effective use of the large outdoor areas. There is a satisfactory understanding of what needs developing next, including further enhancing the transition arrangements between Reception and Year 1. Parents are happy with the start their children receive, commenting on the 'way staff look after them'.

What the school should do to improve further

- Raise standards in English, mathematics and science and accelerate the progress of the average and above average attaining pupils.
- Improve the quality of teaching and learning, ensuring teachers plan lessons, which provide all pupils with sufficient challenge and activities that, are well matched to their ability.
- Improve the quality of leadership and management to bring greater rigour to monitoring the work of the school.
- Ensure all safeguarding procedures are fully met.

Achievement and standards

Grade: 4

Since the previous inspection, standards have declined at Key Stage 1 and by the end of Year 2 are below those seen nationally, significantly so in reading and mathematics. In the 2007 National Curriculum tests, the standards attained by Year 6 pupils were below average in English, mathematics and science. This shows a decline in standards from the previous year in mathematics and science. The pupils' achievement is inadequate. Throughout both key stages, the more able and average attaining pupils do not achieve as well as they should, and the school fails to build on the secure start made in the Foundation Stage. The school is successful however, in ensuring pupils with learning difficulties or disabilities make satisfactory progress. This is the result of early and accurate identification of their learning needs, together with a good level of well-directed support.

Personal development and well-being

Grade: 3

The pupils' good attitudes and enthusiasm are key factors in the happy learning environment. Pupils are polite and friendly, behave well and are happy to talk to visitors about their work. Attendance is below average and some parents do not do enough to ensure their children attend regularly or punctually.

From starting school in the Nursery, children quickly learn to care for each other. Visits from members of different faiths mean that pupils have a satisfactory understanding of cultures other than their own. Pupils show consideration for others and make a good contribution to the community. There is a school council that successfully gives the pupils a voice in improving the school. Older pupils are keen to talk about the drama and sporting activities that are very

well received by local people. Pupils understand the importance of eating healthily, although their knowledge has not persuaded them to choose healthy options at lunchtimes. They have a good appreciation of how to stay safe, and have confidence in the staff to help them, should they feel threatened or unhappy. Pupils make unsatisfactory progress in developing basic skills, which inhibits their preparation for the next stage of learning.

Quality of provision

Teaching and learning

Grade: 4

There are pockets of good practice throughout the school and many lessons have good features. For example, teachers make good use of interactive whiteboards to make lessons interesting and their classroom management ensures lessons run smoothly and that pupils behave well. However, the quality of teaching and learning overall is inadequate. Too often, teachers do not allow the pupils sufficient time to do their work, spending too long talking or telling them what to do. There are examples of worksheets being used that are really interesting and well matched to the pupils' needs but there are more examples of mundane sheets that add little to the pupils' learning. The lack of accurate assessment information and its use results in teachers not matching the level of work sufficiently closely to the needs of the average and more able pupils, and this is partly the cause of their inadequate progress. The needs of pupils with learning difficulties or disabilities are identified early. The support they receive from learning support assistants plays a valuable role in ensuring the satisfactory progress for these pupils.

Curriculum and other activities

Grade: 3

All subjects are covered and sufficient time is devoted to them all. However, pupils do not yet have enough opportunities to practise their numeracy, writing and computing skills in different subjects. This slows the pace at which skills can improve. Enrichment of the curriculum is good and provides pupils with a wide range of experiences outside lessons. Creativity is fostered very imaginatively through drama and music. After-school clubs are popular and successful. There are a good number of visits and visitors that help to bring some subjects alive. Visiting specialists have a particularly good impact on the pupils' desire to become active and to become members of sports teams. There are good links with a feeder secondary school that are helping to promote pupils' foreign language skills.

Care, guidance and support

Grade: 4

Pupils report they feel safe and well looked after in school and this is the result of the mostly sound pastoral care that is provided by all staff. There are a few good examples of pupils being given clear personal targets and a clear direction as to how they might improve their work. However, this guidance is inconsistent and most pupils are not aware of their targets and what they need to do next to get better. Consequently, academic guidance is inadequate. Too little attention has been paid to ensuring the well-being of pupils. Essential safeguarding documentation has only just been updated and training to ensure staff are aware of the latest child protection procedures has not been kept up to date.

Leadership and management

Grade: 4

The school does not have the capacity to improve because weaknesses in provision have not been rectified swiftly enough. In addition, significant shortcomings in the accommodation, highlighted at the time of the previous inspection, have not been addressed. A shortfall in funding means that the school is unable to appoint a senior member of staff to support the headteacher in his quest for improvement. Until very recently self-evaluation was very weak. Whilst the new headteacher has identified the many areas for improvement, he has not had the time to put into place procedures to improve provision. He has however, been successful in raising staff morale, and the overwhelming majority of parents are pleased with the way in which their children are looked after at school. The headteacher has begun to monitor the quality of teaching and learning, but senior staff, recently appointed to the senior management team, have yet to support the headteacher in this task. The tracking of pupils' progress is superficial, and progress is not monitored rigorously enough to ensure teachers address the underachievement of pupils. Governors have worked hard to encourage improvement, but their efforts have been ineffective. In addition, a number of statutory requirements are not met, including those relating to the safeguarding of pupils.

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.

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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	4

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
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 extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well 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	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
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?	4

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

- 31 January 2008 Dear Children Inspection of Yardley Wood Primary School, Birmingham B14 4ER Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We enjoyed talking to the school council who told us a lot about the things you do. At the moment, your school is not providing all of you with a satisfactory education, and many of you are not making enough progress. The school needs some additional support to help it to make improvements. These are some of the things we liked best.
- You behave well and enjoy your lessons.
- You are keen to take part in the many after school activities that the school offers.
- You take part in lots of physical activities to help you keep fit.
- Pupils who need extra help are given lots of support. This is what we have asked the school to do now.
- Help you to improve your work in literacy and numeracy.
- Help teachers to give you work that is just right for your ability so that you make quicker progress.
- Improve the way those in charge of the school check on how well it is doing.
- Ensure that documents are in place to make sure you are cared for safely. You can do your bit by working hard with your reading, writing and mathematics and making sure you all come to school regularly and on time. Yours sincerely Mr Paul Edwards Lead inspector

31 January 2008

Dear Children



Inspection of Yardley Wood Primary School, Birmingham B14 4ER

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. We enjoyed talking to the school council who told us a lot about the things you do. At the moment, your school is not providing all of you with a satisfactory education, and many of you are not making enough progress. The school needs some additional support to help it to make improvements.

These are some of the things we liked best.

- You behave well and enjoy your lessons.
- You are keen to take part in the many after school activities that the school offers.
- You take part in lots of physical activities to help you keep fit.
- Pupils who need extra help are given lots of support.

This is what we have asked the school to do now.

- Help you to improve your work in literacy and numeracy.
- Help teachers to give you work that is just right for your ability so that you make quicker progress.
- Improve the way those in charge of the school check on how well it is doing.
- Ensure that documents are in place to make sure you are cared for safely.

You can do your bit by working hard with your reading, writing and mathematics and making sure you all come to school regularly and on time.

Yours sincerely

Mr Paul Edwards
Lead inspector