

Audley Primary School

Inspection report

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| Unique Reference Number | 134066 |
| Local Authority | Birmingham |
| Inspection number | 316235 |
| Inspection dates | 23–24 September 2008 |
| Reporting inspector | Terry Elston |

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.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 621 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 89 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Judi Askew |
| Headteacher | Neil Baker |
| Date of previous school inspection | 20 June 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Audley Road Stechford Birmingham B33 9HY |
| Telephone number | 01214 643139 |
| Fax number | 01217 899215 |

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|--------------------------|----------------------|
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Introduction

The inspection was carried out by four Additional Inspectors

Description of the school

This is a very large school that admits pupils from a wide range of ethnic backgrounds, 15 of whom are at an early stage of learning English. This is more than is normally found. Compared with most schools, a high proportion of pupils are eligible for free school meals. The number of pupils with learning difficulties and/or disabilities is also high. Children enter the Early Years Foundation Stage (EYFS) with skills that are generally well below those expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school at the heart of a diverse community. All groups of pupils, whatever their ethnic background and ability, achieve well. Parents are right to be pleased with the good start their children make in the Nursery and Reception classes, and they continue to do well throughout the school. As a result, standards by the time they leave are in line with the national averages in English and science, and close in mathematics.

These successes help to explain why pupils enjoy school so much. One parent commented, 'My child loves school and can't wait to get there in the morning!' Pupils think the world of their teachers because they make lessons fun. Teachers are skilled at using resources such as the interactive whiteboards to illustrate their lessons, and pupils respond very well. Teachers have high expectations of pupils' behaviour and make the rules clear. In lessons you can hear a pin drop when the teacher is talking.

Pupils speak highly of the interesting curriculum, which is enriched by many popular activities at lunchtime and after school. It provides many opportunities for pupils to learn about how to keep safe and look after their bodies. As a result, they speak confidently about the right foods to eat and the dangers of drugs and alcohol. The curriculum has a good focus on developing pupils' literacy skills, which explains why standards in English have improved so much. They recognise that they need to do the same with mathematics if standards are to be raised in the same way.

Adults know the pupils well and make sure that those who have worries have all the help they need. One parent's comment reflected the views of many: 'The constant support we get as a family is outstanding.' The school has rigorous systems to check on pupils' progress, and the targets they set are challenging. However, teachers do not always refer to them enough so some pupils forget what they need to do to improve.

Parents and people living in the area always feel welcome in school. Initiatives such as the breakfast club, adult education classes and the Asian Culture Club help bring all groups of people in the community together and help to account for the high degree of racial harmony in school.

These strengths in the provision are made possible by strong leadership and management. This is why the school has improved a lot since the last inspection and why it is well set to improve further. The headteacher leads very effectively with high expectations of what the school could achieve. He has done well to merge the staff of two schools into an effective team. Other senior leaders make valuable contributions, particularly in the way they analyse standards in their designated year groups and make improvements to rectify weaknesses. The school rightly has the development of the role of subject leaders as its next priority. While they support other staff well, they are not all at the stage where they monitor and evaluate the provision with sufficient rigour to raise standards further. Governors are knowledgeable, challenging and provide good support and guidance to the school.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision in the EYFS is good. Children really enjoy school because learning is fun. Parents enthuse about the way their children are prepared for school and how quickly they settle. On entry to the Nursery, few children have had any pre-school experience and many are at an early

stage of learning English. As a result of the good teaching and language support they make good progress, but by the end of the Reception year, few are working at levels expected of children of their age. They enjoy their learning and cooperate well with one another. They learn how to take care of themselves and grow in confidence. Their language progresses very well because of the strong focus on speaking, listening and early reading skills in both the Nursery and Reception classes.

The teachers and teaching assistants make an effective team and lessons are a good balance between work, play and opportunities for children to explore things for themselves. They provide good levels of care so that children feel safe and valued. The assessments of children's progress provide accurate measures of their strengths and weaknesses, and help the staff provide work that is challenging but attainable. The curriculum is planned well to give children a broad range of opportunities to develop their academic skills and personal qualities. The leadership and management are effective, and help improve the provision further through staff training and useful evaluation of the quality of teaching and learning. The accommodation is satisfactory, but Reception children have no easy access to the play area and this hampers the development of their independence.

What the school should do to improve further

- Provide more opportunities for pupils to practise and improve their mathematical skills in all subjects.
- Ensure that pupils know their targets and how to attain them.
- Develop the role of the subject leaders to raise standards further.

Achievement and standards

Grade: 2

Pupils make good progress in all key stages from their low starting points and standards in Key Stages 1 and 2 are rising year by year. This is particularly the case in English, where the recent initiatives to encourage pupils to read more and develop their creative writing skills have paid off. In mathematics, standards still remain behind those of English because pupils have too few opportunities to hone their skills beyond numeracy lessons.

The school provides good support to pupils with learning difficulties and/or disabilities and they achieve well. This is also the case with the increasing number of pupils with English as an additional language, who benefit from good specialist support. This not only helps them make good progress in their use and understanding of English, but also raises their standards in other subjects.

Personal development and well-being

Grade: 2

Pupils work hard in lessons and behave well. They learn the rules early in the Nursery and Reception classes and develop a clear sense of right and wrong. They say how much they value teachers' help because, as one put it, 'They are kind and always help us when we find things difficult.' Pupils have a general idea of how well they are doing, but not all are clear about their targets and what they need to do to improve further. They have a good understanding of the need to live healthy lives, and speak highly of the nutritious food served at lunchtimes and in the tuck shop run by older pupils. They feel safe at school because adults take good care of them. Acts of bullying and racism are rare. Pupils care deeply about the environment, and their

Rubbish Monster project showed how well they see the need to recycle waste. Pupils feel well prepared for the future because of their competence in reading, writing, number and information and communication technology and their well-developed sense of teamwork. They enjoy taking responsibility, and the school council is rightly proud of the part it has played in improving school meals and play facilities. Pupils enjoy many opportunities to be involved in the local community through activities such as the choir and drama groups.

Quality of provision

Teaching and learning

Grade: 2

Teachers have high expectations of pupils' work and plan lessons carefully to ensure they can meet the challenges set, whatever their ability. This means that pupils make good progress in lessons and become confident learners. They enjoy their work because teachers make imaginative use of resources. Pupils say how their teachers are 'strict but kind' and this is an effective way in which they ensure that pupils behave well and concentrate. Teachers provide a good balance of whole class teaching and group work tailored to pupils' abilities and this ensures that all groups learn quickly. Pupils with English as an additional language make rapid progress and benefit from good teaching from bilingual staff. This is enhanced by classes provided for parents to improve their English and to learn how to consolidate their children's work in lessons.

The comprehensive assessment systems provide a clear picture of pupils' progress. Some teachers are good at encouraging pupils to assess their own progress so that they know just how well they are doing. This is not always the case, however.

Curriculum and other activities

Grade: 2

The curriculum is planned well to provide an interesting range of activities that are relevant to the needs of pupils of all ability and ethnic background. The detailed planning helps pupils build well on the skills they have learned before. The planning of discrete literacy and numeracy lessons is good, and makes a valuable contribution to the raising of standards. However, while teachers include many opportunities across the curriculum for pupils to enhance their literacy skills, this is not so much the case in numeracy. The very well planned personal, social, health and citizenship programme plays an important part in helping pupils understand the need to live healthy lives. It also helps pupils explore the richness of the different cultures in the school and further afield. A wide range of popular activities at lunchtime and after school enrich the curriculum.

Care, guidance and support

Grade: 2

The school's provision and work with other agencies is very successful in meeting the needs of the significant number of pupils with complex social and emotional needs. Provision for looked-after and vulnerable children is outstanding and is valued highly by parents and carers. Support for pupils with learning difficulties and/or disabilities is good and detailed assessments chart their progress carefully. Child protection and safeguarding procedures are rigorous. Risk assessments are carried out on a regular basis and as a result, pupils learn in a safe and secure environment. Procedures for improving attendance are effective and rates have increased steadily since the last inspection.

The school's good procedures for tracking and analysing pupils' progress enable the staff to provide effective support to groups or individuals who are falling behind. Teachers ensure that pupils have a clear understanding of class and group targets for improvement, but do not always refer to them enough and so some pupils keep making the same mistakes.

Leadership and management

Grade: 2

The headteacher has a clear vision for the future and a sharp awareness of how to make the school more effective. He is supported well by other senior staff, who play a major part in school improvement and self-evaluation. Recent improvements in the English national tests at Year 6 show their effectiveness in analysing performance and rectifying weaknesses. The evaluation of teaching and learning is thorough, and provides teachers with clear targets to improve their teaching. Subject leaders, many of whom are new to the job, support colleagues well, but not all have had the necessary training to evaluate the teaching and learning in their subject to ensure consistency.

The school's leaders have established strong links with other professionals that enhance the provision for vulnerable children and those with learning difficulties and/or disabilities, and support parents from a wide range of ethnic groups. Governors are passionate about their school. They are critical, supportive, and have a good grasp of what needs to be done to raise standards.

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

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| 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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| 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 | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| 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

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 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

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|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| 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 | 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

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 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 |

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

25 September 2008

Dear Pupils

Inspection of Audley Primary School, Stechford, B33 9HY

Thank you for your valuable contributions to the recent inspection of your school. The inspectors enjoyed talking to you and watching you work and play so happily. You all made us feel very welcome. We loved hearing you sing so well and play your recorders. You think Audley Primary is a good school and the inspectors agree!

What we found out about your school.

- You work hard and make good progress. Your work in English and science is as good as in most schools, but in mathematics you could do a bit better.
- You have a good knowledge of how to keep safe and live healthy lives.
- You like your teachers and they do a good job. They make lessons fun and help you when you find things difficult.
- You enjoy the activities planned for you and the wide range of clubs at lunchtime and after school.
- You behave well and take good care of each other.
- Most of you know your targets but some forget.
- Your school's leaders run the school well and know how to improve it further.
- All the adults take good care of you and are always there if you need help.

What we would like the school to do now.

- Give you more practice at number work in all subjects.
- Make sure that you all know your targets so you know how to do even better. You can help by checking on your targets when you are working.
- Ask those teachers in charge of subjects to check more closely on the quality of teaching and how well you are progressing.

With best wishes for the future.

Yours sincerely

Mr Terry Elston Lead inspector