

Elmore Green Primary School

Inspection report

Unique Reference Number	104153
Local Authority	Walsall
Inspection number	323978
Inspection date	2 July 2009
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.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	307
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
Appropriate authority	The governing body
Chair	Susan Lemm
Headteacher	Andy Bailey
Date of previous school inspection	1 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Elmore Green Road Bloxwich Walsall WS3 2HW
Telephone number	01922 710162
Fax number	01922 714890

Age group	4–11
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Introduction

- The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues.
- How well the teaching and curriculum promote good progress in Key Stage 1.
- Whether there are sufficient opportunities for pupils to develop their writing and information and communication technology (ICT) skills in all subjects.
- How well the provision in the Reception classes enables children to develop their independence and creativity to the full.

The inspectors gathered evidence from observations of lessons, discussions with pupils, governors and staff, tracking pupils' progress, analysis of attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Pupils come mainly from White British backgrounds and none speak English as an additional language. The proportion of pupils eligible for free school meals is much higher than in most schools. There are significantly more boys than girls. The governing body manages a before-school facility for up to 55 children aged 3 to 11 on the site of a nearby school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Elmore Primary is a good school where pupils achieve well. Parents speak glowingly about the provision and say how much their children enjoy school. One parent's view was typical of many when writing, 'It is run like a close-knit community where every pupil has an equal chance to succeed.' Pupils make good progress because the teaching is good, overall, and sometimes outstanding at Key Stage 2. Standards are above average in English, and well above average in mathematics and science by the end of Year 6. These standards, and pupils' good personal development, mean that they leave well prepared for the future.

Throughout Key Stage 2, teachers' high expectations and very good match of work to the wide range of abilities in the class mean that all groups of pupils do well. Teachers are very good at explaining new work, and use a wide range of teaching styles to maintain pupils' enthusiasm for learning. This is particularly the case in mathematics, as was seen to excellent effect in one lesson when pupils learned their multiplication tables by singing along to a video on the interactive whiteboard. They had great fun, and their recall of the calculations was impressive. At Key Stage 1, pupils make satisfactory progress, and standards are broadly average in reading, writing and mathematics by the end of Year 2. While the teaching and learning in these classes are satisfactory, the teachers' expectations of more able pupils are not always high enough, and this means that too few go on to attain the high standards of which they are capable. This is particularly the case in writing.

- The school deserves its high reputation in the local area for the good behaviour, courtesy and consideration of its pupils. They feel safe and act sensibly. Instances of bullying or racism are rare, and they have a good awareness of the need to take care when using the internet. They show great consideration for the feelings of others. For example, older pupils are quick to help the younger ones if they are upset or lonely. Even at a young age, they reflect deeply on important issues. For example, after hearing about how God created the world, one Year 2 pupil exclaimed, 'Wow! He made humans and animals. Did He make Himself
- ' They take a pride in their school, and the school council and eco-committee are justifiably proud of their work in improving things. Most pupils have a good knowledge of how to live healthy lives, although not all adopt the principles when tucking into their lunchboxes.

Pupils find the good curriculum interesting, and many attend the wide range of clubs at lunchtime and after school. The strong focus on basic reading and number skills pays dividends, as can be seen in pupils' good progress in these subjects. The school has worked hard recently to include more ICT in all subjects to raise standards, and this has proved successful. However, the focus on writing in other subjects is not so strong, notably at Key Stage 1, and this limits pupils' progress.

Parents are right to feel that their children are well cared for, guided and supported both in school and in the good before-school club. As one pupil said, 'If you are sad, the teachers always know what to do to cheer you up.' All arrangements for safeguarding children meet government requirements and are monitored closely by the competent, well informed governing body. The school tracks pupils' progress carefully and uses the data well to set challenging targets. However, they are not always reminded of these and some forget. The teachers and skilled teaching assistants provide effective support for pupils with learning difficulties and/or disabilities. These pupils make good progress and are fully included in all school activities.

Much of the success of the school is down to good leadership and management. The headteacher is highly respected by all members of the school community for his high expectations, clear vision for the school's future and unwavering support of staff and pupils. He is supported well by an effective team of leaders who are very good at evaluating the provision and identifying areas for improvement. This has meant the school has improved well since the last inspection and shows that it has a good capacity to do even better. The leaders are right to see their next priority as improving the provision for community cohesion. While there are some good opportunities for pupils to learn about different faiths and cultures in subjects such as religious education and geography, there are too few links to help pupils to learn first hand how other people in the United Kingdom and across the world live and worship.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision in the Reception classes is good. Children love school because the adults make learning fun. Parents are delighted with the way their children are prepared for school, and the good provision and how quickly they settle. On entry to Reception, children's skills are below those typical of their ages, and particularly weak in their language development. As a result of the good teaching, they make good progress, and their standards are average, overall, by the end of the Reception Year, and above average in their personal and social development. They enjoy their learning and cooperate well with one another, as was seen to good effect when they worked together to help the bear solve his problem after hearing the story of 'The Bear Hunt'. 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.

The teachers and teaching assistants make an effective team and lessons are a good balance between work and play. The adults provide many opportunities for children to explore things for themselves, and this does much to develop their independence. The outside provision is satisfactory, but there could be more extensive use of the area to enhance children's creative and physical skills. In addition, the wildlife area, a potentially rich source of learning, can only be used when there is direct adult supervision.

The adults 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 curriculum's very good focus on healthy lifestyles means that children learn much about the best foods to eat and the need to take care in the sun. The good leadership and management helps improve the provision further through regular staff training and useful evaluation of the quality of teaching and learning.

What the school should do to improve further

- Provide more challenging writing tasks in all subjects for pupils in Key Stage 1 so that all attain the standards of which they are capable.
- Give children in the Reception classes more opportunities to learn and play in the outside areas.
- Ensure that pupils gain more first-hand experiences of how other people in the United Kingdom and across the world live and worship.

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Annex A

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?	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

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?	2
The standards ¹ reached by learners	2
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

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	3
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

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?	3
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**

3 July 2009

Dear Pupils

Inspection of Elmore Green Primary School, Bloxwich, WS3 2HW.

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. One highlight for us was your excellent singing in preparation for your next school production. Elmore Green has got talent!

What we found out about your school.

- You work hard and make good progress. By the time you leave, your work in English, mathematics and science is better than in most schools.
- You have a good knowledge of how to keep safe.
- You think a lot of your teachers and they do a good job. You say how much 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 are polite, behave well and take good very care of each other.
- 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.
- The Reception classes give children a good start to school.

What we would like the school to do now.

- Give the younger ones more opportunities to write in all subjects. You can help by always doing your very best writing in every lesson.
- Make better use of the outside areas for the children in the Reception classes, so that they can work and play just as well outdoors as in the classroom.
- Give you a better understanding of how other people in the world live and worship.

Well done and very best wishes for the future!

Yours faithfully

Terry Elston

Lead inspector