

# Perry Hall Junior and Infant School

Inspection report - amended

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<b>Unique Reference Number</b>	104348
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	324027
<b>Inspection dates</b>	20–21 January 2009
<b>Reporting inspector</b>	Alison Cartlidge

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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<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)	458
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>	Raymond Green
<b>Headteacher</b>	Michael Mison
<b>Date of previous school inspection</b>	23 November 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>	Coleman Avenue Wednesfield Wolverhampton WV11 3RT
<b>Telephone number</b>	01902 558538
<b>Fax number</b>	01902 558 543

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<b>Age group</b>	3–11
<b>Inspection dates</b>	20–21 January 2009
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## Amended Report Addendum

Report updated to resolve formatting inconsistency

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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Pupils come to this large primary school from Wednesfield and the surrounding area. The proportion of pupils entitled to free school meals is below average. The school has a below average proportion of pupils with learning difficulties and/or disabilities. Most of these pupils have moderate learning difficulties. Provision for the Early Years Foundation Stage (EYFS) is in a Nursery and two Reception classes. Most pupils are of White British origin, although the proportion of pupils with English as an additional language has started to increase. There have been several new members of teaching staff over the past two years. The school has just taken over the running of an established after-school club on its premises.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Pupils are keen to attend this satisfactory school. Their good personal development and well-being contribute well towards their willingness to learn. Children make a sound start to their education in the EYFS. Satisfactory teaching enables most pupils to make at least satisfactory progress across the school and to achieve satisfactorily. By the end of Year 6, standards are broadly average. Pupils do better in mathematics, science and reading than in writing. The school has new strategies to teach pupils how to write well, but teachers are not always giving pupils enough time to produce good work. Pupils have too few opportunities to check and improve what they have written. Pupils with English as an additional language learn to speak English quickly because they are supported well by members of staff and other pupils. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Pupils are particularly polite and friendly. They make a good contribution to the community by carrying out special jobs in school and the local area. Pupils' preparation for the next stage of education and later life is satisfactory. They develop sound basic skills and are thoughtful and responsible.

Teachers have good relationships with the pupils and use resources well to make the introductions to lessons interesting. The satisfactory curriculum provides valuable additional activities such as clubs, visitors and visits that boost the pupils' enjoyment of school and help them to learn. There are exceptionally good opportunities for pupils from Year 2 onwards to take part in residential visits. Care, guidance and support are satisfactory overall. Members of staff support pupils' pastoral needs well. They are successful in helping pupils to develop safe and healthy lifestyles. For example, pupils are good at helping each other to stay safe by pointing out potential hazards around school. Teachers carry out frequent assessments to monitor pupils' progress but do not always match work closely enough to pupils' differing needs. In particular, their expectations for the more able pupils are not high enough and they limit the opportunities for them to take responsibility for the way they complete their work. When this happens, these pupils make less progress than they should. The school has started to set challenging targets for all pupils and is being more rigorous in ensuring that progress is even across the school.

Leadership and management are satisfactory. The headteacher is very well respected by parents and has ensured that the school has continued to run smoothly during the recent staffing changes. Leaders know how to improve the school and recent initiatives are already speeding up the rate of pupils' progress and demonstrate that it has the necessary capacity to improve further. Subject leaders have insufficient opportunities for monitoring teaching and learning to ensure that pupils make good progress in all classes.

The school has good relationships with others to support the pupils' well-being. Most parents are very pleased that their children come to this school. They make positive comments such as, 'There are excellent trips for the children to participate in' and, 'My child has developed his confidence and social skills since joining the school.' These comments reflect what the school is already doing really well.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

On entry to the EYFS, most children are working at the levels typically expected for this age group and standards are broadly average when children start in Year 1. Satisfactory provision

and teaching ensure that children make sound progress. Children learn more quickly in the Nursery than in the Reception classes because the Nursery class has better resources, enabling children to make a wider range of choices in their learning both indoors and outside. The school has identified correctly the need to raise standards in writing by providing more chances for children to make marks to support their learning.

Children's personal development is good. They behave well and play together sensibly. They listen carefully and remember to apologise when necessary. Good relationships support the children well and help them to gain confidence. Assessment is used well to plan activities, although some activities are better than others at promoting quick learning. Adults promote speaking and listening well and close links with parents ensure that the children's welfare is supported effectively. Leadership and management are satisfactory because the monitoring of teaching and learning is limited.

### **What the school should do to improve further**

- Provide pupils with sufficient time to write, reflect on and improve their written work.
- Raise teachers' expectations for the more able pupils so that they can take greater responsibility for their learning.
- Strengthen the monitoring role of subject leaders in ensuring that pupils learn quickly in all classes.

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**

Pupils' achievement is satisfactory and they make satisfactory progress in the EYFS and in the rest of the school. Standards are broadly average by the end of Year 6. Standards are higher in mathematics and science than in English. Pupils are confident about explaining strategies used in their mathematical calculations and enjoy looking for patterns in numbers. Pupils have good scientific knowledge and can give reasons for their predictions for outcomes of investigations. Pupils' writing is the weakest aspect of English and not all pupils make enough progress in this subject because they are not always given challenging work or sufficient time to improve the quality of what they have written. The more able pupils in particular do not show independence in the way they write about what they have learnt. Pupils with English as an additional language make good progress in learning to speak English because speaking and listening are promoted well by all members of staff. Pupils with learning difficulties and/or disabilities make satisfactory progress overall. They make good progress in learning to read because they have additional support in this subject.

## **Personal development and well-being**

### **Grade: 2**

Pupils' good behaviour contributes well towards the smooth running of the school. Their enjoyment is evident in their good attendance and enthusiasm to take part in activities. They listen well in most lessons and work together sensibly in pairs and small groups.

Pupils' spiritual, moral, social and cultural development is good overall, although not all pupils have a good understanding of cultures other than their own. Pupils contribute to the community

well by helping others and taking part in local events. They carry out a wide range of responsibilities conscientiously. The school council and Eco Warriors are proud that they improve the school and environment and older pupils enjoy supporting younger ones at playtime. Pupils show a good understanding of each other's needs and achievements and celebrate the success of others sensitively in the 'Superstars' assembly. They organise their own fund-raising events for various charities.

Pupils are knowledgeable about how to stay safe and healthy. They lead healthy lifestyles, although they are honest enough to confess that they are better at taking exercise than eating sensibly. Many pupils take an active part in a wide range of sports and have a strong feeling of belonging to the school community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Members of staff form good relationships with the pupils, helping them to enjoy school. Teachers are knowledgeable about the subjects they teach and provide clear instruction at the start of lessons. Praise is used well to encourage the pupils, although marking does not always highlight points for development well enough. Teachers work together well to provide planning that meets the needs of most pupils, although this is not always fine tuned well enough to meet all the needs in each class or ability group. In particular, teachers miss opportunities to challenge the more able pupils and to give them enough responsibility for their own work. Teachers have high expectations for pupils' behaviour and use resources such as video clips and interactive whiteboards well to hold their attention. Sometimes teachers spend too long teaching new skills and do not give pupils enough time to produce good work. Skilled teaching assistants provide valuable support for groups of pupils. All members of staff encourage good speaking and listening and this especially benefits those with English as an additional language.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum provides pupils with a wide range of experiences, helping them to enjoy school. There are good opportunities for the creative arts and the depth of learning in design and technology is especially commendable. Close links with the local secondary school enable pupils to access more, valuable learning opportunities. The curriculum is less well developed in English than in mathematics and science, and recent strategies to improve pupils' writing have not been in place long enough to raise standards high enough. The school has identified the need to strengthen the provision made for the more able pupils and to give them more responsibility and choice in their learning. Teachers are beginning to link topics together to make learning even more purposeful.

The school provides a good range of clubs and other activities that support pupils' personal development extremely well. There are many sporting activities and pupils compete successfully against other schools.

## Care, guidance and support

### Grade: 3

There are robust systems for supporting pupils' well-being and safety and, as a result, pupils say that they feel safe in this happy and welcoming school. The school works well with parents and outside agencies to support pupils who are finding life difficult. This good pastoral care and support are particular strengths of the school.

Academic guidance is satisfactory. Assessment procedures have recently been strengthened in response to a dip in standards. They are now being used well to identify pupils at risk of falling behind in their learning. Teachers are not always using the information on pupils' progress to provide enough challenge, particularly for the more able pupils. The academic guidance provided through teachers' marking varies and does not consistently show pupils how to improve their work.

## Leadership and management

### Grade: 3

The headteacher, governors and subject leaders are committed to increasing pupils' progress and have a clear understanding of what they should do next. The school's systems for self-evaluation are satisfactory, although they are mostly carried out by senior leaders. Leaders use the new system for tracking pupils' progress to identify groups of pupils needing additional support and to provide intervention as needed. The school is aware that subject leaders have not been given enough opportunity to monitor teaching and learning and to share good practice. Strategies to raise attainment in writing are too recent to have had sufficient impact. The school's contribution towards community cohesion is satisfactory. Leaders ensure good social harmony within the school community, but not all pupils have a strong enough awareness of what life is like in multicultural Britain. The school makes satisfactory provision for pupils' global awareness through the curriculum in geography and religious education.

Governance is satisfactory. Governors are supportive and knowledgeable about the school and are becoming more involved in self-evaluation and holding the school to account for its actions.

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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?	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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

### 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	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	2
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?	3

## 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**

22 January 2009

Dear Children

Inspection of Perry Hall Primary School, Wolverhampton WV11 3RT

Thank you for welcoming us to your school and for sharing your work with us. Your school provides you with a satisfactory education.

Here are some points about your school.

- You make satisfactory progress during your time at the school.
- You behave well and enjoy school. We thought you were very polite and friendly.
- You take responsibility well. The school council are doing a good job in helping to make the school even better and the Eco Warriors help to look after the environment.
- Teaching is satisfactory. Teachers work hard to help you learn interesting things.
- You study a wide range of topics and benefit from interesting visits, visitors and clubs. It is great that pupils from Year 2 onwards have the chance to go on residential visits.
- The adults in the school care for you and help you when you are finding life difficult.
- Your headteacher and other leaders know how to make your school better.

What we have asked your school to do now:

- give you enough time to always do your best writing
- encourage those of you who are quick at learning to do harder work and to be involved in planning how you do it
- help teachers who look after subjects to check that you are all learning quickly in your class.

What you can do to help your teachers:

- make sure that you do your best writing by checking and improving what you have written.

We thoroughly enjoyed talking with you about your work and watching you learn. We are glad that you enjoy coming to this happy school and wish you well for the future.

Yours sincerely

Alison Cartlidge

Lead inspector