

# Yardley Wood Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	103281
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336046
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Kevin Sheldrick HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sarah Rayment
<b>Headteacher</b>	Mr Matthew Wynne
<b>Date of previous school inspection</b>	30 January 2010
<b>School address</b>	School Road Birmingham West Midlands
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors devoted just over two thirds of their time to investigating learning, visited 18 lessons, and held meetings with governors, parents, staff and groups of pupils. They looked at documentation relating to planning, monitoring, safeguarding, communications with parents and parental and pupil questionnaires, of which 53 were received.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how quickly and securely pupils' progress and learning is improving and what this indicates about the effectiveness of all aspects of provision
- the extent to which pupils develop workplace and other skills that will contribute to their future economic well being
- the school's track record improving the outcomes for pupils and what this indicates about the school's capacity for sustained improvement.

## Information about the school

This is an average sized primary school. The proportion of pupils from ethnic minority groups is close to the national average as is the proportion with English as an additional language. The number of students with special educational needs and/or disabilities is slightly below average. More than three times the national average number of pupils are known to be eligible for free school meals. Following its last full inspection in January 2008 the school was placed in special measures.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Yardley Wood is providing a satisfactory standard of education.

Since the school was placed in special measures many improvements have been made. As a result the progress pupils make is improving quickly and securely, and achievement is now satisfactory. In the recent past pupils have underachieved and attainment has been low. In 2009 the outcomes of the national test results pupils undertake in Year 6, were below average for both English and mathematics. Even so attainment is improving, and the work inspectors observed in Year 6 suggests pupils are on course to attain broadly average outcomes by the time they leave the school. Pupils feel safe in school because care, support and guidance are good. Highly tailored additional support is instrumental in ensuring pupils with special needs and/or learning difficulties make good progress. Pupils are enjoying their time at school and behaviour has improved markedly to the extent that it is now good. Economic wellbeing has also much improved because pupils are now acquiring the knowledge and skills they need to be successful at the next stage of their education, and their attendance and punctuality are average.

In some year groups there is less progress because pupils are not experiencing enough good teaching. Despite this shortcoming significant improvements have been made to teaching so that it is now satisfactory overall. There is much greater clarity about what is expected of pupils in lessons and work is almost always designed to suit the different abilities in the class, particularly the less able. However pupils in some year groups are not consistently challenged. Levels of concentration are less in the minority of lessons where pupils are overly passive for too long. Although satisfactory, the school has correctly identified the changes that will improve the curriculum further. Currently pupils do not have quite enough opportunity to apply their learning, be creative, spiritual and interact with other cultures not strongly represented in the immediate community.

Leadership and management were inadequate at the last inspection but this aspect is now much more effective. The school has steadily improved its use of assessment information so that it is focused on pupils achieving challenging targets. Leaders are responding much more rapidly to identify weaknesses, particularly in overcoming the barriers to learning for pupils. The school's self-review indicates a realism about its current position and that it is judging its effectiveness by the outcomes for pupils. The school's track record of improvement is very apparent in the better outcomes and the improved provision, although the school recognises that there is still some way to go. This confirms the school's satisfactory capacity for sustained improvement. Although the school itself is a harmonious place, it does not promote community cohesion effectively

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beyond its immediate community.

## What does the school need to do to improve further?

- Ensure pupils experience more good lessons by
  - increasing the challenge, particularly for the more-able
  - reducing the length of time pupils are overly passive in lessons
  - ensuring all lessons contain regular and frequent opportunities for learning to be reviewed and outcomes clarified.
- Improve the curriculum by increasing the opportunities pupils have to
  - apply their literacy, numeracy and other important skills needed for future success
  - be creative, spiritual and interact with other cultures not strongly represented in the immediate community.
- Promote community cohesion more effectively by
  - undertaking an audit to establish the school's community cohesion priorities
  - planning and effectively implementing a set of strategies to improve community cohesion.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Where teaching is effective pupils are enthusiastic about learning. They behave well in lessons, including those in which they are occasionally overly passive. Most pupils respond well when confronted with unusual situations and are especially positive about the opportunities for learning outside of the school. Pupils enjoyed the opportunity they have had to influence the design of a safer entrance to the school.

Most pupils who are on the autistic spectrum make good progress. Pupils who have English as an additional language progress at a similar rate as the others. These more positive outcomes reflect the carefully considered modifications made in lessons and the effective teaching assistant support. The outcomes for more able pupils are also improving, particularly in the year groups where pupils experience consistently good teaching. Pupils know what they must do to achieve their targets, particularly in English and mathematics. They are making much more rapid progress therefore their achievement is now satisfactory.

There are strengths in pupils' social and moral development. For instance, pupils are very disapproving of the less than perfect behaviour that occurs occasionally in the playground. Opportunities are missed to promote pupils' spiritual and cultural development. Pupils were appreciative of the recent increase in the opportunities they have to influence decision-making through the school council. They have reasonable

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opportunities to positively contribute through their participation in leading fundraising activities and undertaking routine activities to assist with the smooth running of the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

Pupils are experiencing more good lessons that are better adapted to the needs of the ability range in classes. Teaching assistants are well-managed and are making an important contribution to learning. More confident teachers are willing to trust pupils to have a go and possibly learn from making mistakes. Pupils know that this is okay and that eventually they will be successful. Where teaching was more effective teachers avoided long introductions and involved pupils in active learning. Such lessons are frequently punctuated by short sharp reviews in which teachers praise good practice and resolve any problems that emerge. In Year 5, all pupils were very effectively included in a lesson because less confident pupils, including some with special needs, were able to rehearse their responses with the teaching assistant. This allowed them to make some valuable contributions to a lesson in which punctuation was being critically evaluated. In

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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the better lessons seen teachers are using teaching assistant support flexibly so teachers can give equal attention to different groups in lessons. Pupils are particularly enthusiastic about those lessons in which they can apply their learning to real-life scenarios. For instance, measuring volume in the context of making tea in a cafe. Marking is effective because teachers are ensuring pupils have time to respond to their helpful comments. Teaching was less effective where too much time at the beginning of lessons was devoted to trying to ensure pupils understood how they could successfully undertake the task. Occasionally teachers' questioning is insufficiently challenging, particularly for the most able. A small minority of lessons are inadequate largely because pupils are not made sufficiently aware of the required outcomes.

The curriculum is adequately matched to pupils' needs and interests. Pupils appreciate the visual literacy approach in which film is used to motivate them to write. The catch-up phonics is an example of a number of initiatives designed to make learning more accessible to pupils with learning difficulties. However the school recognises that pupils and staff are not sufficiently inspired by the current curriculum offered.

Care, guidance and support are led well by the deputy headteacher. The teacher responsible for special educational needs uses the time she has out of lessons very effectively to liaise with a range of partners. The school uses the external guidance it receives to develop effective support, particularly for those pupils who are potentially vulnerable. The school is targeting interventions much more effectively to ensure all pupils make the progress of which they are capable. The school was able to highlight some remarkable interventions it has made that have ensured positive outcomes, particularly for pupils with special educational needs and/or learning difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders are holding teachers to account for the progress pupils make. Relatively recently the school has established a reliable system that allows leaders to carefully monitor the progress different groups make towards achieving their targets. It is too early to fully evaluate how effectively this is promoting equal opportunities and allowing the school to tackle discrimination. However, the school's record in overcoming the barriers to learning for pupils with special educational needs is a positive indicator in this regard.

Self-review is accurate and the school has identified the right priorities. The headteacher

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has a perceptive view of the quality of teaching although only relatively recently has consistent action been taken in response to these insights. Staff morale has been raised and the leadership team are clear about each others' roles and responsibilities. Staff support each other well and those with additional responsibilities are increasingly confident as they experience more success. The school leadership is developing a strong partnership with parents. Parents are well informed and the school involves them effectively in decision-making.

The school has made impressive progress in addressing the safeguarding issues identified at its last inspection and procedures are now good. The school adopts recommended good practice across all areas of its work. The school bursar is highly vigilant in her role and constantly promotes safeguarding best practice. Leaders recognise that there is still much work to do, for instance in effectively promoting community cohesion. The school has not conducted an audit of its context or produced an action plan to address potential shortcomings. Links have not been established with partners in order to promote important aspects of community cohesion.

Governors have increased their effectiveness greatly since the last inspection. They are highly involved in the life of the school and are well organised. They have established systems to rigorously hold the school to account for its work and know the school's strengths and weaknesses.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children start in the Nursery with a range of skills and abilities that are below those



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expected for their age. In both the Nursery and Reception they are making satisfactory and sometimes good progress across most areas of learning. Children behave extremely well and have positive attitudes to their work. They display an enjoyment of their learning, as demonstrated by their enthusiasm for the wide range of opportunities provided. Children show concern for each other and they are starting to form good relationships with adults and their peers. They are safe and secure and demonstrate a feeling of trust in those around them. Children have a limited understanding of the wider world, including a sense of the different cultures in their community.

Teachers organise a range of play and direct teaching activities that engage children in their learning. However, rather too much attention is given to adult-led activities rather than allowing children to practise and build up ideas, concepts and skills independently. The teaching of phonics is improving writing although the more-able children made less progress because they had to wait for others to finish during these sessions. Children's welfare is promoted well in a safe and secure learning environment. Home visits to all parents make an important contribution to the establishing of effective partnerships from the very beginning. The school ensures a continuing dialogue so that all parents are involved in their child's development

The leader of the Early Years Foundation Stage is clear about the weaknesses in the provision and the correct priorities for future development have been identified. A new potentially more effective approach to assessing progress has recently been introduced although this is not yet embedded.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

All parents indicate that they think the school takes account of their suggestions and concerns. All parents also indicated that the school is led and managed effectively. The vast majority of parents think their child enjoys school and are happy with their child's experience at school. Most parents responded positively to all the other statements, except that a group of parents disagreed with the statement concerning the extent the school deals effectively with unacceptable behaviour. Inspectors found that the unacceptable behaviour took place rarely and these incidents were confined to the playground. The school has taken steps to encourage more constructive game playing to further improve behaviour in the playground. Pupils reported that when bullying occasionally occurs it is dealt with well by the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yardley Wood Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	45	28	53	1	2	0	0
The school keeps my child safe	27	51	24	45	2	4	0	0
The school informs me about my child's progress	23	43	28	53	2	4	0	0
My child is making enough progress at this school	25	47	25	47	2	4	1	2
The teaching is good at this school	24	45	25	47	4	8	0	0
The school helps me to support my child's learning	22	42	26	49	4	8	0	0
The school helps my child to have a healthy lifestyle	22	42	24	45	6	11	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	18	34	24	45	4	8	0	0
The school meets my child's particular needs	20	38	30	57	2	4	0	0
The school deals effectively with unacceptable behaviour	19	36	22	42	9	17	0	0
The school takes account of my suggestions and concerns	16	30	32	60	0	0	0	0
The school is led and managed effectively	20	38	31	58	0	0	0	0
Overall, I am happy with my child's experience at this school	22	42	30	57	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 March 2010

Dear Pupils

Inspection of Yardley Wood Community Primary School, West Midlands, B14 4ER

Following our recent visit to your school, I want to tell you about our main findings.

First, I would like to thank those pupils we interviewed for their thoughtful comments that informed the inspection judgements.

Your school is providing you with a satisfactory standard of education. Achievement is satisfactory and we found evidence that the progress you are making is improving quickly as your school gets better. Care, guidance and support contribute to your feeling safe and are an important factor in helping those of you with special educational needs and/or disabilities make good progress. We were impressed with your politeness and the good behaviour we witnessed.

We recognise that the school has done well in the last couple of years in improving almost every aspect of its work. This led us to decide that the school no longer required special measures. We want the school to implement the plans it has to improve the curriculum in order that you experience more enjoyable and memorable learning. We are suggesting that the school should do more to ensure different people in the community get on well together. We have also asked the school to further improve teaching and learning by ensuring lessons in all year groups challenge you more and by actively involving you more in learning. You can help by continuing to follow the good advice you are given by your teachers.

I wish you all the best for the future.

Yours sincerely

Kevin Sheldrick

Her Majesty's Inspector

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