

Deykin Avenue Junior and Infant School

Inspection report

Unique Reference Number	103313
Local Authority	Birmingham
Inspection number	336058
Inspection dates	16–17 November 2009
Reporting inspector	Carolyn Carnaghan

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 of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Mrs J Tidmarsh
Headteacher	Mrs PA Sheckleford
Date of previous school inspection	9 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at the school's documentation, monitoring records and development plans. The inspectors reviewed the responses to questionnaires from 31 parents, 10 staff and 88 pupils.

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

- whether progress is slower in Key Stage 2 than in Key Stage 1
- attainment and progress in English
- the progress and attainment of pupils of Pakistani heritage
- the school's engagement with its community.

Information about the school

Deykin Avenue Junior and Infant School is smaller than average. It includes an independent Nursery that is managed by the governing body. There is a higher than average proportion of pupils for whom English is an additional language. The largest group of pupils, about half, come from an Asian background with a smaller number of Black African and Caribbean pupils. Almost half of the pupils are entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is above average. The school has been recognised with the Healthy Schools Award.

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?

2

The school's capacity for sustained improvement

2

Main findings

Pupils do well at Deykin Avenue. They arrive with well-below expected levels of attainment. When they leave, they are now reaching average standards. Pupils' progress is good and their learning is too. Pupils with special educational needs and/or disabilities are making good progress; some make even better progress and so do those who are eligible for free school meals.

Whilst English has been an area of concern, results are improving and mathematics has become a success story in both key stages. Pupils use and enjoy information and communications technology (ICT) and this has helped improve both the popularity and results in mathematics. Teachers work very hard to provide the right level of challenge for all groups of pupils, often arranging one-to-one support for essential skills such as reading. However, although some teachers are very thorough in marking and assessment of pupils' work, this is not consistent across the school. The feedback given is not always very helpful in showing how pupils might improve their work. Follow-up tasks are not always given and there is not enough evidence that teachers and pupils discuss the results of their assessments.

Pupils feel extremely safe and are kept secure in a safe environment; great care is taken in the recruitment of excellent adult role models who act as teachers, teaching assistants, sports leaders and break-time supervisors. Behaviour is outstanding and pupils contribute greatly to their school and local community through charity events and the local centres of worship. Pupils enjoy the caring ethos of Deykin and respond thoughtfully around others. They act as peer mediators for each other and develop a deep appreciation for their world and the lives of others.

Parents and carers are kept in close communication with the school, right from the Nursery, where parents can see how well their children are doing in learning diaries. The headteacher ensures that all the school's activities are centred on the needs and abilities of pupils and her vision and influence are clearly felt by all. She creates a centre for the local community and works tirelessly for the good of her pupils and their families. This includes providing opportunities for parents and carers to take qualifications that will open up career choices and opportunities.

Deykin Avenue engenders real enthusiasm for learning and this has resulted in a rising trend of progress and attainment. This has been achieved through teamwork coupled with accurate and rigorous self-evaluation. Planning is very effective and initiatives are carried through. The school has a good capacity to improve further.

What does the school need to do to improve further?

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- By September 2010:
- ensure assessment of pupils' work and the quality of written feedback is consistently good, so that all pupils are sure how to improve their work.

Outcomes for individuals and groups of pupils**2**

Achievement is good and pupils enjoy their learning: many said in their responses to the inspectors' questions that they love their lessons. They display very good attitudes and support each other in the classroom, for example working in small groups to get on with a difficult project like writing an attention-grabbing article about a natural disaster. Sometimes parents are invited into lessons and become involved with these activities as well. Pupils use their literacy and numeracy skills effectively across different subjects, such as in history topics and work about other countries. They do not always demonstrate skills of independent work, because opportunities are occasionally missed to give them this.

Attainment in Key Stage 1 is on a rising trend. Across the core subjects of English and science, pupils reach levels expected nationally, and they do better in mathematics. This is because teachers have looked closely at the way mathematics is taught in school and have developed new and challenging ways of capturing the interest of all groups, particularly boys, and the parents. Parents and carers have shown great interest in testing themselves with the new mathematics programmes and report that their children are much happier with their mathematics homework.

By the time pupils are at Key Stage 2, progress has slowed down a little but it is now good. Progress for all pupils went up in 2009 and current levels indicate that this trend is likely to continue. In part, this is due to the senior leadership team's changes in the way this part of the school is staffed. Throughout the school, pupils from different minority ethnic backgrounds achieve as well as their peers. Those who speak English as an additional language, including those from Pakistani backgrounds, make good progress.

Pupils often take the lead in the playground, helping with younger ones while they play in their well-equipped playground. There are very high levels of respect for others and for the school itself. The many artworks and examples of pupils' work on show serve as a reminder of the high standards expected of Deykin pupils and of those frequently attained by them.

Pupils are healthy eaters and take part in the sports activities offered every day at playtimes although many fewer pupils take part in organised clubs after school. They make a real difference to their local community, helping and supporting charities, becoming involved with local churches, mosques and temples. Pupils are also very aware of how people in different parts of the world live and there is ample evidence of this in their displays of work all around the school. They take time to reflect on their work, on the lives of others and on how to care for one another. Skills for use in future employment are developed satisfactorily. Pupils' attendance is average, compared with other schools. However, there are a few too many unauthorised absences, despite the

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school's best efforts to emphasise the importance of attending regularly in the acquisition of a good education.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is good in most lessons so pupils' progress is improving. The headteacher has ensured that teachers provide sufficient challenge for pupils and that lessons are engaging and capture the interest of all groups. Pupils and teachers develop very good relationships based on mutual respect and enthusiasm for Deykin. Teaching assistants and helpers, both men and women, represent the minority ethnic groups present at school. They support in both lessons and lunchtimes to help and challenge, to be a listening ear, an accompanist for a charity event performance or just someone to have a joke with over school dinner. Teaching assistants are particularly effective in supporting less able pupils. Pupils who struggle to keep up with reading are given individual help; for example one Key Stage 1 pupil enjoyed a reading session, during the inspection, that involved some very lively puppets who joined in the story-telling.

Improvements in the teaching of literacy and numeracy have significantly contributed to

¹ 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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raising levels of attainment. The school's creative curriculum is developing in response to the pupils' needs, interests and abilities. Links with Aston Pride, Titan Partnerships and Aston Villa have helped broaden pupils' experiences. Examples include financing laptops for those who do not have access to one at home, helping with trips, and giving opportunities for those who are interested to take up extra sport and cultural activities. They have also helped finance the effective one-to-one tuition sessions to help in raising attainment, particularly in reading.

The care given to pupils is outstanding. The headteacher ensures all pupils' needs are understood and provision made for those who require support across the curriculum. Pupils receive good academic guidance and all know whom to turn to for help and advice. The support given by the school, for not only pupils but also their families, is outstanding. This is a strong and vibrant community that centres on the school as a hub of information and guidance when needed. More vulnerable pupils are very well cared for and their needs are met; the school draws on support from other agencies with which it develops excellent relationships.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leaders of the school focus their efforts on improving outcomes in learning and personal development for all pupils. The highly effective monitoring of teaching means that teachers are clear about their strengths and areas for development. High expectations are clearly communicated with staff and these galvanise their enthusiasm. The headteacher has deployed her teachers effectively to ensure weaker areas are tackled, such as placing those with more experience and a successful track record in areas for development. This has led to a rise in standards in English in Key Stage 2. Outstanding engagement with partners ensures that pupils enjoy a highly supportive educational package that aids those who might otherwise find school a challenge.

Community cohesion is promoted extremely effectively. The school itself is highly cohesive and pupils develop a very good awareness of life in other places and countries through their national and international links forged with schools elsewhere.

Governors support the school and effectively challenge senior leaders to raise attainment and opportunities for pupils. They are closely involved in the direction of the school, frequently challenging the school's responses to changes in levels of pupil success. Governors are less confident in engaging with the school's provision at subject

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and lesson level, but they are generous in the time they give outside of their own professional lives.

The school ensures its safeguarding of pupils is thorough and meets all expectations with all documentation kept effectively up to date. Pupils enjoy outstanding levels of equality because the headteacher ensures the balance of opportunities suits different needs. She monitors closely the success of such opportunities. The strong and positive relationships that develop at Deykin are engendered by the headteacher. These have a positive impact on pupils' outcomes, their outstanding sense of community and cultural awareness. The headteacher's unstinting commitment to every pupil is clearly felt by all and her visionary leadership runs through the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Pupils make good progress in the Early Years Foundation Stage, both in Nursery and Reception. They arrive with well below age-related expectations and progress well across the areas of learning. By the time children are ready for Reception, they have reached levels that are broadly in line with expectations. By the end of the Reception year, standards are above average in some areas. Numbers for labelling and counting are weaker, however.

Provision is good in the Early Years Foundation Stage; the environment has been well designed and children are encouraged to be responsible. Their activities engender assessments that are captured in learning diaries to be shared with families. The shared outdoor play area is very well used by the Nursery and ensures children have plenty of

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opportunity to explore activities using the larger toys and equipment. The children in Reception use the outdoor area with increasing regularity and this helps broaden their learning experiences. Effective challenge develops positive attitudes to school and children have chances to enjoy both adult-led and child-centred activities. Adults provide excellent role models who ask key questions to challenge pupils. Children feel confident in talking about their concerns.

The leadership and management of this stage are good and share many of the characteristics of the rest of the school. The needs of individuals are key, equal opportunities underpin planning, relationships are strong and teachers are deployed effectively according to needs and skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents responding to the inspection questionnaire agreed that the school provides well for their children's' education. There was some concern expressed about how well prepared their children are for their future lives. However, the inspection found that their preparation is at least satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Deykin Avenue Junior and Infant 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 31 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	65	10	32	0	0	1	3
The school keeps my child safe	22	71	7	23	0	0	1	3
The school informs me about my child's progress	20	65	9	29	2	6	0	0
My child is making enough progress at this school	12	39	18	58	0	0	1	3
The teaching is good at this school	14	45	14	45	1	3	1	3
The school helps me to support my child's learning	16	52	13	42	1	3	1	3
The school helps my child to have a healthy lifestyle	14	45	14	45	2	6	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)	7	23	23	74	0	0	0	0
The school meets my child's particular needs	7	23	22	71	1	3	0	0
The school deals effectively with unacceptable behaviour	13	42	16	52	1	3	1	3
The school takes account of my suggestions and concerns	9	29	19	61	1	3	1	3
The school is led and managed effectively	14	45	15	48	1	3	1	3
Overall, I am happy with my child's experience at this school	17	55	12	39	1	3	1	3

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



18 November 2009

Dear Pupils

Inspection of Deykin Avenue Junior and Infant School, Witton, Birmingham, BS6 7BU

Thank you for making the inspection team so welcome when we visited your school recently. We really enjoyed meeting you, seeing you in lessons and meeting some of your parents and carers.

We think Deykin Avenue is a good school. We particularly think your behaviour is excellent and that you take great care of each other. You are very sensible in the playground, often taking responsibility for each other as peer mediators. You are careful in lessons to work well with other pupils and you make an excellent contribution to your school and local community. Your work that is displayed on the walls all around the school shows how much you like what you do.

We think your teachers work very hard to provide interesting and challenging lessons, often using computers to help you. We think that the school treats everyone as equally important and tries hard to arrange for you to have individual help when you need it.

The team thinks that your headteacher puts your welfare and future success at the centre of everything she does at Deykin. We have asked her and her team to help you do even better by making sure your work is always checked and marked well so you know how to improve. If you are unsure about how to make your work better, ask your teacher.

Yours sincerely,

Carolyn Carnaghan

Lead Inspector

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