

D'Eyncourt Primary School

Inspection report

Unique Reference Number	104319
Local Authority	Wolverhampton
Inspection number	336285
Inspection dates	22–23 June 2010
Reporting inspector	Roy Bowers HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	G Lockett
Headteacher	P Bull
Date of previous school inspection	1 February 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 22 lessons and saw all 12 teachers. Inspectors looked at assessment information, minutes of governing body meetings, the headteacher's reports to the governing body, local authority monitoring information, curriculum plans, senior leaders' monitoring reports, lesson plans, school policies and 178 questionnaires from parents and carers. Inspectors held meetings with the Chair of the Governing Body, a group of pupils, senior leaders, the Early Years Foundation Stage leaders and the special educational needs coordinator.

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

- the current rate of pupils' progress across the school
- the extent to which pupils are guided through their next learning steps
- the effectiveness of leaders and managers in raising pupils' achievement and improving provision.

Information about the school

The school is larger than the average primary school. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. There is one pupil with a statement of special educational needs. The proportion of pupils from minority ethnic backgrounds is average. Very few pupils are from homes where English is not the first language. The school has achieved national Healthy Schools status and the Activemark award. The school runs a before-school and after-school care club which is managed by the school's governing body. This formed part of this inspection.

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

The school provides a good standard of education and cares for the pupils well. Pupils display mature and very conscientious attitudes to their work. They are polite and well-mannered, and show a high degree of respect and concern for others. Pupils say that they enjoy coming to school and feel very safe. This is shown in their rapidly rising attendance and the many happy, smiling faces around the school. The school works well with external agencies to support all pupils and especially those whose circumstances make them most vulnerable.

Progress since the last inspection has been good. Leaders have introduced many new initiatives which have led to improvements, especially in the Early Years Foundation Stage. Improved monitoring and evaluation systems have helped leaders identify areas for improvement and provide support where most needed. Teaching in most classes is now good and occasionally outstanding and most pupils, including those with special educational needs and/or disabilities, achieve well. However, there are still a few classes where pupils do not make the progress they could. This is mainly because teachers are not clear enough about what they want pupils to learn in lessons and pupils are not guided well enough through the small steps which help ensure effective learning. Occasionally, lessons lack pace, teachers talk for too long and the activities given to pupils fail to motivate them. Although senior leaders are aware that there is still variation in the progress made by pupils in different classes, they do not use the monitoring information well enough to hold individual teachers to account for pupils' progress.

Pupils' spiritual, moral and social development is strong, but their knowledge and understanding of a range of different faiths is comparatively weak. Although the school's links with the local communities are well developed, the plan for promoting community cohesion is not yet fully implemented. Consequently, pupils have only a satisfactory awareness of the diverse range of communities in the United Kingdom and globally. Leaders have a good knowledge of the strengths and weaknesses of the school. An improved tracking system is helping the leaders check on pupils' progress much more carefully. As a result, pupils who are falling behind with their work are identified earlier and additional help provided. Leaders are aware that, although their monitoring and evaluation skills are good, they are not developed well enough to bring about rapid improvements in all aspects of the school's work. The many improvements made over the past two years show that the school has good capacity for sustained improvement.

What does the school need to do to improve further?

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- Improve the consistency of pupils' learning in lessons by ensuring that:
 - all teachers are clear about what they want the pupils to learn and carefully guide the pupils through the small steps which help ensure effective learning
 - the pace of learning in all lessons is brisk, teachers do not talk for too long and the activities motivate pupils to learn.
- Improve pupils' cultural development and the promotion of community cohesion by raising pupils' awareness, knowledge and understanding of the diverse range of faiths and communities in the United Kingdom and globally.
- Improve the effectiveness of leaders and managers by:
 - developing their monitoring and evaluation skills
 - using the monitoring and evaluation information to hold individual teachers to account for pupils' progress.

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

Children in the Early Years Foundation Stage make good progress from low starting points and many exceed their learning goals. This good progress continues through Key Stages 1 and 2, and pupils' attainment at the end of Year 6 is above average. However, observations during the inspection and the school's own information show that pupils' learning in lessons and progress over time is slower in Years 3 and 4 than in other year groups.

Pupils' behaviour and attitudes are good and, in some of the lessons observed during the inspection, they were outstanding. In a gymnastics lesson, pupils worked exceptionally well together developing sequences, supporting each other in paired balance activities and very sensibly giving suggestions on how to improve. Even in those lessons where teachers talked for too long and the work given to pupils was not stimulating or exciting, pupils tried hard to remain attentive. Pupils say that bullying is extremely rare but if it does occur it is dealt with effectively by staff. The work undertaken by the school over recent years to improve attendance is having a strong impact. Most pupils now attend regularly and the proportion of pupils who are persistently absent has declined significantly.

Pupils make a good contribution to the school community and are keen to play their part in helping it to run smoothly. School council members are proud of their contribution to the purchase of equipment to help pupils keep active at lunchtimes and organising support for charities.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strong relationships between teachers and pupils, and good class management skills are evident in most classes and help provide a positive climate for learning. Teaching assistants are used effectively to support small groups of pupils with specially targeted work and to ensure that pupils with special educational needs and/or disabilities are guided well in whole-class lessons.

Pupils are beginning to develop the skills of assessing their own learning in lessons. However, in those lessons where teachers are not clear about what they want pupils to learn, although pupils can evaluate completion of set tasks, they cannot effectively evaluate their learning. Marking has improved considerably over the past year. Many examples of good marking were seen during the inspection, where teachers gave pupils very clear guidelines to pupils how to improve their work, especially in writing. Senior leaders have initiated a system of target-setting to help focus pupils' learning. However, it is not yet embedded and its impact on raising pupils' achievement is superficial.

The curriculum provides a wide range of enrichment activities, including many visits to places of interest and a number of visitors who make pupils' learning more meaningful and stimulate interest. A teacher from the local secondary school teaches German to pupils at the school. Effective links with the pre-school providers, good induction arrangements when pupils first enter the Early Years Foundation Stage and strong links with the secondary schools help pupils quickly settle into their new communities.

Teachers know pupils well and pupils feel valued. The before-school and after-school care clubs provide a happy and secure environment where pupils take part in a variety of stimulating activities. Effective links with external agencies help support those pupils

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whose circumstances make them most vulnerable.

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 headteacher's commitment to improving the outcomes for all pupils is clearly shown in his enthusiasm and dedication. Staff share a common sense of direction and show a determination to continue the improvements already underway. The governing body has improved its effectiveness and now makes a good contribution to school improvement through providing a greater degree of challenge and support. All leaders provide a great deal of professional support and guidance to their colleagues which helps improve the quality of the provision. However, leaders are aware they have not used the monitoring information to provide challenge to teachers about pupils' progress. All leaders say that they are keen to develop their school improvement skills further so that they can bring about even quicker change in all areas of relative weakness.

The attention given to ensure that all pupils attend regularly and the individual support given to pupils who are falling behind with their work show the school's commitment to equality of opportunity and tackling discrimination. The required safeguarding checks are thorough and child protection arrangements are secure and updated regularly. At the time of the inspection all statutory requirements for safeguarding pupils were in place.

Although the school has strong links with the local community and provides many opportunities for pupils to be involved in community events, the school's promotion of community cohesion is only satisfactory because pupils' understanding of the diversity of cultures and communities in the United Kingdom and globally is not well developed.

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	2

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	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enjoy coming to school, and feel safe and secure in a caring and supportive environment. All children, especially the boys, make good progress because of consistently good teaching and a curriculum which provides a great variety of stimulating and exciting activities both indoors and outside. Children's skills in writing are not as strongly developed because opportunities are not always taken to allow children, especially the more able, to write independently. Excellent use is made of the forest area where children's imagination and creativity are stimulated by exploring a variety of make-believe worlds. Children behave well, grow in confidence and develop a good understanding of how to keep themselves healthy.

Parents are welcomed as partners in their child's education. Strong links with the pre-school providers, the before-school and after-school care clubs and external support agencies help the adults know the children very well. This helps ensure that children's learning, emotional and welfare needs are identified and accommodated from the start. Good assessment procedures help staff match activities to the needs of individual children. Relationships are strong and staff have a very good range of skills to manage children's behaviour. The Early Years Foundation Stage leaders have good monitoring and evaluation skills and use them well to identify areas of relative weakness and successfully implement strategies for improvement.

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

Most parents and carers who responded to the questionnaire were very positive about

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the school. They felt that their children were happy and cared for well. Only a very small number of negative comments were made about the school and these were taken into consideration when arriving at the inspection judgements. A few parents expressed concern about the way the school deals with unacceptable behaviour. During the inspection, there were no instances of unacceptable behaviour seen. Overall, the behaviour of the pupils was good. Pupils said that any instances of unacceptable behaviour are dealt with effectively by the school. Although a few parents said in the questionnaire that the school did not take account of their suggestions or concerns, there were other parents who felt that the school had done much to accommodate their wishes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Deyncourt 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 178 completed questionnaires by the end of the on-site inspection. In total, there are 313 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	56	73	41	6	3	0	0
The school keeps my child safe	102	57	74	42	1	1	1	1
The school informs me about my child's progress	68	38	101	57	7	4	2	1
My child is making enough progress at this school	81	46	84	47	12	7	1	1
The teaching is good at this school	95	53	78	44	2	1	1	1
The school helps me to support my child's learning	77	43	86	48	12	7	2	1
The school helps my child to have a healthy lifestyle	79	44	90	51	4	2	2	1
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)	74	42	88	49	6	3	2	1
The school meets my child's particular needs	73	41	94	53	5	3	2	1
The school deals effectively with unacceptable behaviour	72	40	83	47	13	7	4	2
The school takes account of my suggestions and concerns	59	33	98	55	10	6	4	2
The school is led and managed effectively	86	48	84	47	5	3	2	1
Overall, I am happy with my child's experience at this school	100	56	70	39	5	3	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



24 June 2010

Dear Pupils

Inspection of D'Eyncourt Primary School, Wolverhampton, WV11 1DD

Thank you for making our recent visit to your school such a pleasurable experience. We enjoyed visiting your lessons, looking at your books and talking with you. You were all so polite and cheerful. We were pleased to find that you enjoy coming to school and are happy, and were impressed with how well you behave. We noticed particularly how well you get on together and how you help others when you can. You told us lots about how to stay healthy, and you said that you feel safe and secure when at school. The teachers and other staff are very caring and want you all to do your best. We were extremely pleased to find that more of you are now attending regularly and taking less time off from school.

You go to a good school and most of you are making good progress. We know that the headteacher and all the staff want to make it even better. To help them do this we have asked the headteacher to make sure that in all your lessons, the teachers know what they want you to learn and plan carefully the small steps that will help you succeed. We have also asked the headteacher to make sure that all your lessons are exciting so that you want to learn even more.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteacher to ensure that these teachers become even better at helping you by checking carefully on your progress, talking to each teacher about how well you are doing and making sure that you are always taught well. The headteacher has also said that he will make sure that you learn more about many of the cultures and faiths in this country and in the world. You can help too by working as hard as you do now and continuing to behave well.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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