

# Worcester, Perdiswell Primary School

## Inspection report

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<b>Unique Reference Number</b>	116755
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338885
<b>Inspection dates</b>	26–27 May 2010
<b>Reporting inspector</b>	Peter Kerr

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>	406
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Kington
<b>Headteacher</b>	John Tilley
<b>Date of previous school inspection</b>	17 January 2007
<b>School address</b>	Bilford Road Worcester WR3 8QA
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<b>Email address</b>	head@perdiswellpri.worcs.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. They observed 24

- lessons, and 21 teachers or higher-level teaching assistants were seen teaching. Inspectors observed the school's work and looked at school policies, monitoring files, records of pupils' progress and 175 parental questionnaires. Discussions were held with groups of pupils, governors, and staff.

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

- the progress made by different groups of pupils
- the impact on the school of the recently appointed headteacher.

## Information about the school

The school is considerably larger than average. A very large majority of the pupils are White British. Only a small proportion of pupils are from minority ethnic groups or are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is close to the national average. The school holds the Eco-schools' Green Flag award, the Activemark, Healthy Schools status and Quality Mark 3. The headteacher was appointed in September 2009.

**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

This is a good school. Pupils make good progress and achieve well to reach above average standards in English and mathematics by the end of Year 6. Their personal development is also good. They behave consistently well, enjoy good relationships, and have positive attitudes to learning and an excellent approach to healthy living. Teaching has been improved from satisfactory to good since the last inspection through better monitoring, raised expectations and the sharing of good practice. This has brought better consistency in pupils' progress. Improvements to assessment and tracking procedures have enabled pupils whose progress had stalled to make up lost ground. Pupils with special educational needs and/or disabilities and those for whom English is an additional language receive good, focused support and do well. Achievement for the most able pupils is satisfactory, but they do not make as much progress as other groups in some lessons because the work could be more challenging.

The curriculum supports and enriches pupils' progress and personal development well. Opportunities in music, art and physical education are particularly good and spark the pupils' enthusiasm. Some outstanding singing was heard during the inspection. Good provision for care, guidance and support reflects the school's commitment to treat each pupil as an individual so that their academic and pastoral needs are met with appropriate use of outside agencies and parental involvement. The way the school helps the most vulnerable pupils and their families to feel fully included in school life is outstanding. Although provision for children in the Early Years Foundation Stage is adequate, with good pastoral care and support, there are clear areas for improvement in the way the children are supported to become confident and independent learners. The governors recognise the need to provide further specialist support and advice from outside the school to achieve this.

Key to the good improvements that have been made since the last inspection is the contribution of the recently appointed headteacher. He has successfully built on the school's existing strengths and has brought significant improvements to the way it is led and managed. Some parents' comments expressed appreciation of this. The school has a good capacity to embed and extend these improvements. Staff and governors share an ambitious vision for the school, and teachers with leadership and management roles feel empowered to play their part. Improved self-evaluation has provided an accurate picture of the school's strengths and weaknesses. Forward planning is ambitious but realistic, so that improvements are made in achievable steps. Pupils' progress is currently accelerating and staff are increasingly confident and capable of sustaining this momentum.

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

- Improve the quality of provision in the Early Years Foundation Stage and accelerate children's progress by:
  - providing good quality guidance and support for staff to improve the range and quality of choices available to the children
  - raising expectations of the children's potential to be confident independent learners
  - ensuring adults intervene more effectively as the children play to help them make the most of their choices.
- Ensure that more capable pupils make consistently good progress by:
  - giving them sufficiently challenging tasks
  - enabling them to undertake more independent problem-solving and research
  - involving them more in evaluating their own progress and setting targets.

## Outcomes for individuals and groups of pupils

**2**

Attainment has been consistently above average in English since 2007 and has improved from average to above average in mathematics and science. Currently, with only a few exceptions, pupils are making better than average progress each term compared to national expectations. Those pupils identified as making less than expected progress in the autumn term were provided with well-focused support and are beginning to make up lost ground. In 2009, the school identified the need to improve writing skills and problem-solving in mathematics. In both these areas, good progress is evident in the pupils' recent work. In lessons where the learning was satisfactory rather than good, it was often because the most capable pupils found the work easy and therefore marked time. Pupils with special educational needs and/or disabilities, on the other hand, make good progress in lessons because they are given well-focused support to accomplish tasks that are closely match their individual needs. Pupils learning English as an additional language quickly become proficient in English, learn well in lessons and reach the levels of attainment of which they are capable. Some excel and join higher attaining groups.

Pupils feel safe in school, are fully aware of the dangers of smoking and drug-taking, participate in a wide variety of sports and exercise and do their best to bring healthy food to school for lunch. They develop good workplace skills, such as leadership and collaboration, through their involvement in the school and Eco councils and by willingly taking on a range of responsibilities around the school. They know their local community well but have only a limited appreciation of the cultural diversity within the United Kingdom and beyond. Attendance is average, but improving as the school takes increasingly effective measures to eradicate unnecessary absences.

*These are the grades for pupils' outcomes*

**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

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers have good subject knowledge and give clear explanations so that pupils are confident about tackling their work. In the most effective lessons, teachers know when to stand back and let pupils work things out for themselves and when to provide instruction, intervention and support. They also use questions well to probe pupils' understanding and pinpoint areas for development. Teaching that is satisfactory rather than good often requires pupils to sit and listen to the teacher for too long, leaving insufficient time for independent learning, particularly for the more able. Pupils with special educational needs and/or disabilities and those learning English as an additional language receive well-focused support. Assessments generally lead to suitably challenging tasks for the large majority of pupils, but the most able are not sufficiently involved in evaluating their own learning and setting ambitious targets for themselves. Good curricular provision in English and mathematics helps pupils do well and the use of information and communications technology is embedded across the curriculum. Opportunities for pupils to use their initiative to further their own learning are beginning to develop, but the most capable pupils are not given sufficient opportunities for further research, investigation and problem-solving. A wide range of clubs, visits and visitors enrich and extend the curriculum.

Close working with a number of agencies and support for emotional development within school has enabled some pupils with significant special educational needs to build

<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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confidence and self-esteem and begin to make good progress. Attendance certificates and a stricter approach to families that keep pupils away from school unnecessarily have helped to bring attendance figures up to the national average. The school meets all statutory requirements regarding the pupils' health and safety and is making good progress towards bringing this aspect of provision also up to the highest standard.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The governing body and staff are united in their support for the new headteacher. Middle leaders are passionate about their subjects and now have the freedom, confidence and support to take the initiative. The impact of this has already been seen, for example in improvements to the sequential development of writing skills. Areas of weakness are tackled sensibly by establishing achievable priorities so that staff are kept positive about their success and potential. Most parents are pleased with the school. Where concerns are expressed, the school acts swiftly and decisively, for example by providing more detail about pupils' levels of attainment in home-reports. Productive partnerships with a range of outside agencies have a positive impact on the pupils' personal development and progress, for example in sport and music.

The governing body is very supportive and is developing the knowledge and skills to be able to provide more rigorous challenge. An explicit commitment to equality of opportunity underpins the recent improvements to the tracking of individual pupils' progress to identify those at risk of underachieving. Statutory requirements for safeguarding pupils are met, with minor areas for improvement. Community cohesion is promoted well within the school and local community but the school is in the very early stages of encouraging the appreciation of cultural diversity in the United Kingdom and the wider world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>

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

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<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

The reception classes provide a warm, welcoming environment for the children on starting school. Good transition arrangements from a wide range of pre-school settings ensure that all the children settle quickly into class routines. Health, hygiene and safety requirements are fully met and parents are happy that their children are well looked after. Attainment on entry is broadly at expected levels for the age of four, but because of the spread of pre-school experiences, it covers a wide spectrum. The school's improved assessment records show that children are on track to reach levels of attainment in most areas of learning that are broadly in line with those expected by the end of reception, representing satisfactory progress.

Some areas of relatively weak performance, such as the linking of sounds and letters, have been tackled successfully through systematic teaching which the children enjoy. Progress in other areas, particularly personal, social and emotional and creative development, has been slower because children do not have enough guidance to ensure purposeful learning through child-initiated play. Some activities facilitate independent creative learning well because they allow and encourage the children to sustain attention and develop skills, with appropriate intervention by staff. For example, a child talked about making green using blue and yellow at a painting table while a member of staff listened, encouraged more talk and took notes. Such clear purpose and guidance is not consistently evident, however, and the children sometimes wander aimlessly between activities. Good improvements have been made to the outdoor learning area, and this is sometimes put to good use. Current restrictions on space, due to the school extension work, limit the range and challenge of physical activities such as using bikes, scooters and climbing apparatus.

The staff are united as a team, and are keen to make the setting as effective as it can possibly be. The headteacher and governors recognise that not enough support and advice has been made available so far for them to achieve this.



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*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**

A very large majority of parents and carers fully support the school and the way it is now led and managed. Some parents and carers wanted more information on their children's progress and were concerned that the school does not respond to their views. Inspectors found that the school is doing its best to improve the information it provides and to find out what parents' and carers' views are and accommodate them.

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

Ofsted invited all the registered parents and carers of pupils registered at Worcester, Perdiswell 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 175 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	57	69	39	7	4	0	0
The school keeps my child safe	111	63	63	36	1	1	0	0
The school informs me about my child's progress	68	39	95	54	12	7	0	0
My child is making enough progress at this school	76	43	89	51	9	5	0	0
The teaching is good at this school	88	50	83	47	2	1	0	0
The school helps me to support my child's learning	82	47	84	48	8	5	0	0
The school helps my child to have a healthy lifestyle	68	39	102	58	3	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)	78	45	81	46	3	2	2	1
The school meets my child's particular needs	82	47	83	47	8	5	1	1
The school deals effectively with unacceptable behaviour	61	35	92	53	12	7	0	0
The school takes account of my suggestions and concerns	60	34	90	51	11	6	0	0
The school is led and managed effectively	109	62	61	35	3	2	0	0
Overall, I am happy with my child's experience at this school	117	67	55	31	3	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

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](http://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"><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.**



28 May 2010

Dear Pupils

Inspection of Worcester, Perdiswell Primary School, Worcester, WR3 8QA

Thank you for the warm welcome you gave us when we visited your school. We enjoyed talking to you about your work and your interests. Yours is a good school which prepares you well for your secondary education and gives you some important skills for later life. You do well, especially in mathematics and English, and reach above average standards by the end of Year 6. You are also good at music and sang outstandingly well in assembly. Progress is good in Key Stage 1 and Key Stage 2, but some of you could learn even more in some lessons, especially those of you in the top groups. Children in reception are happy in school and make satisfactory progress but need more help to become independent learners.

Your teachers look after you well and help you to make sensible choices about keeping safe and staying fit and healthy. You respond really well to this advice by eating healthily and doing lots of sport and exercise. You are good at helping in school and through the school council you learn something about how communities can organise and help themselves. The work you do through the Eco-council is particularly impressive. Your teachers do a good job, especially in English and mathematics, and they also prepare exciting lessons in other subjects such as design and technology. Those of you with special educational needs and/or disabilities or who are new to learning English get good help to catch up and do well. Most of you come to school as often as you can, but your attendance figures are only average, so you could do better. The rewards you get in school are helping more of you to make this effort. Your new headteacher is doing a good job in getting all the teachers and governors to work together on school improvement. There are two things we have asked them to do before the next inspection to make the school even better.

Help the teachers in reception to continue improving the opportunities for children to learn independently

Make sure that all of you, even the most capable, are helped to make consistently good progress.

Yours sincerely

Peter Kerr

Lead inspector

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