

# Landywood Primary School

## Inspection report

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<b>Unique Reference Number</b>	124190
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340515
<b>Inspection dates</b>	20–21 January 2010
<b>Reporting inspector</b>	Peter Clifton

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kate Sharratt
<b>Headteacher</b>	Mr John Withers
<b>Date of previous school inspection</b>	2 May 2007
<b>School address</b>	Holly Lane Landywood, Great Wyrley Walsall
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the majority of their time looking at learning, visited 22 lessons and observed 13 teaching staff. Meetings were held with governors, staff and pupils. Inspectors looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and pupils' books. They analysed 77 responses to the parents' and carers' questionnaire and took account of the views of parents and carers talked to during the inspection.

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

- the extent to which teaching promotes good progress for all groups of pupils in each year group, especially those in Years 3 to 6
- how effectively leaders have worked to improve
- the quality of teaching and learning
- the way pupils' progress is tracked to prevent underachievement
- how well the curriculum is developed to promote higher standards in science and mathematics, and to meet the interests of boys
- the use of targets in lessons to promote higher standards, including marking and pupils' own assessments of how well they are doing.

## Information about the school

This is a larger than average primary school. There is currently a much larger number of boys in the school than girls. The proportion of pupils who are entitled to free school meals is average. Most pupils are of White British origin, with the next largest groups being of Gypsy/Romany (Traveller) background. The proportion of pupils with special educational needs and/or disabilities is broadly average, mainly with literacy and numeracy needs. Children in the Early Years Foundation Stage are taught separately in two Reception classes and one Nursery class, which have their own outside learning area. Children in the Nursery class attend either in the morning or afternoon. There is a separate neighbourhood nursery and children's centre situated on the school campus. These were not included in 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?**

**3**

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

**3**

## Main findings

This is a satisfactory school. Pupils' achievement is satisfactory and attainment is average. In the Early Years Foundation Stage, children make good progress. Through the rest of the school, progress is satisfactory. The school is improving because of strong and determined leadership by the headteacher to improve teaching and learning in lessons. This has rightly been the key priority for improvement. Lessons observed during the inspection and the samples of work seen show that teaching and learning in English are good and in mathematics and science, they are satisfactory. As a result, attainment in English is higher than it is in mathematics and science. The teaching and learning observed during the inspection matches the views of senior leaders very accurately. Improvements in teaching and learning reflect the school's good quality monitoring and evaluation.

Self-evaluation is satisfactory. Senior leaders have been effective in tackling key weaknesses since the time of the previous inspection report. However, some weaknesses remain in the provision for mathematics and science. In these subjects, self-evaluation is broadly accurate but planning for improvement lacks sharpness because the work of subject leaders is at an early stage of development. The school has a satisfactory capacity for sustained improvement. In reading, writing and mathematics pupils' progress is carefully tracked and as a result leaders have detailed information about the progress pupils are making. However, systems to track pupils' progress in science are weak. Strengthening links between subjects and discussion are stimulating imaginative writing, particularly for boys and this is helping to raise standards. In mathematics, the recent focus on improving pupil's mental mathematics skills has been taken on enthusiastically by staff but it is too early to measure the success of this. In science, standards are not high enough because topics do not build knowledge and skills sufficiently. The teaching of writing is lively and interesting and this helps to keep the pupils motivated and engaged. In mathematics, there is too much emphasis on repeating basic skills such as adding and subtracting numbers. This limits independent learning. Questioning is used well to develop pupils' thinking, but learning in a few lessons is not moved on quickly enough.

Most pupils enjoy school. They are polite and show respect and consideration for each other. Their good behaviour and positive attitudes support their learning well. However, on a few occasions a very small number of pupils find it difficult to maintain their concentration. Pupils behave well and play together sensibly during break and lunch times. Their understanding about leading healthy lifestyles is well developed. They are cared for well and the support provided for pupils whose circumstances make them vulnerable is good. The pupils are proud of their school and readily take on additional

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responsibilities to help it run smoothly. All the current requirements to keep children safe are in place. The curriculum includes good coverage of personal safety and the possible dangers of using the internet.

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

- Improve standards and progress in mathematics by:
  - increasing opportunities for the pupils to apply their basic skills and solve problems
  - improving the range of activities in lessons to promote more independence.
- Improve standards and progress in science by:
  - strengthening the development of scientific knowledge and skills in topics
  - developing systems for tracking pupils' progress so that weaknesses can be tackled more sharply.
- In both mathematics and science, develop the work of the subject leaders so that changes made can be monitored and evaluated more effectively.
- 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**

During the inspection, learning in all lessons observed was at least satisfactory or better. In mathematics, the lessons observed were mostly satisfactory. However, in English they were consistently good. Teaching and learning are better in Key Stage 2 than in Key Stage 1 and this mirrors the recent progress information provided by the school. In the Year 2 assessment results in 2009, attainment in reading and writing and mathematics was average. Current attainment in Year 2 is broadly average and leaders recognise that more needs to be done to accelerate the progress of pupils who are working below the expected Level 2. Results from national assessments at the end of Year 6 in 2009 were below average. Current attainment is broadly average in Year 6, and the school's tracking information shows that pupils have made accelerated progress over the past two years. In Year 5, pupils are securely on track to reach above average standards in English and average standards in mathematics. In mathematics, pupils depend too much on written methods to do calculations rather than using mental mathematics strategies. Pupils with special educational needs and/or disabilities and those from Traveller backgrounds make similar progress to other pupils, often because of the good additional support provided by teaching assistants. In one lesson observed, pupils with specific learning difficulties made outstanding progress because of the high level of expertise of the teacher. The progress of a very small number of pupils is adversely affected by poor attendance. Sound development of basic skills in literacy, numeracy and information and communication technology prepares pupils satisfactorily for their next school.

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The pupil questionnaires show that nearly all pupils think that school is a good place to be. Pupils say that they like lessons and comment that their teachers are friendly and helpful. They enjoy the trips and after-school clubs. One pupil who has recently joined the school says he has improved a lot. Nearly all pupils spoken to and in the pupils' questionnaire responded that they always feel safe at school. There is broad agreement among the pupils that when things go wrong they are dealt with quickly by adults. Most pupils have a good awareness about healthy eating and the need to take exercise. They think they are lucky to have such spacious play areas and like the healthy tuck shop which they run themselves. The school council is influential in responding to issues raised by the pupils themselves. Pupils also say that they like the mental mathematics sessions at the start of the afternoon which have been recently introduced.

*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>	3
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	3
<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>2</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>3</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?**

Strengths of teaching include the good relationships and pupils' positive attitudes to learning. Pupils answer questions confidently and are eager to be active in their learning. In one English lesson, a pupil took on the role of the 'sheriff of Nottingham' to

<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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answer questions. This sparked the pupils' interest and enthusiasm and enabled them to explore in depth how they could improve their writing. In contrast to this, learning in a few lessons slows because teachers talk for too long or ideas being explored do not move on quickly enough. The completion of repetitive sums in mathematics is a good example of this. Marking and the use of targets to help the pupils understand what they need to do to improve are satisfactory. Targets are used more regularly in writing than in mathematics.

The curriculum has strengths in extending learning, for example, through the school's international links and the 'forest school' project. These exciting initiatives give the pupils a good insight into environmental issues and life in different cultures. Enrichment through visits and after-school activities is good. Good personal and social provision makes a considerable contribution to the pupils' mature attitudes and well-being. There are good links with the local football club who come into school to support learning on a regular basis. Leaders have successfully developed the curriculum to support writing, including activities which appeal to boys. More remains to be done to develop a more diverse curriculum in mathematics with a stronger emphasis on applying basic skills regularly throughout the week. The planned provision in science through topics such as 'explorers' makes links with other subjects but lacks depth in covering key ideas. Arrangements to provide care, guidance and support for pupils are thorough. The support provided to pupils with specific needs is good. While the school has good strategies in place to promote better attendance, leaders are acutely aware about the need to further improve the attendance for a very small number of pupils who are persistently absent.

*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?**

The headteacher has provided a strong lead in creating a climate for improvement, particularly to improve key teaching skills for example, the quality of questioning. Tracking information is used well to hold the teachers to account for the progress made in different classes. Improvements in teaching and learning have reversed a trend of weak progress at Key Stage 2. While all leaders are motivated to move the school forward, monitoring and evaluation in mathematics and science is yet to provide a consistent focus on tackling weaknesses. However, there is good practice in the school to enable subject leaders to share expertise and drive forward improvement. Governors

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are clear about the school's strengths and weaknesses and provide a satisfactory level of challenge to leaders. Safeguarding procedures are robust and meet requirements. The questionnaires returned show a very positive relationship with parents. They value the new 'texting' arrangements which kept them up-to-date, for example, about possible closure during the recent snowfall. Provision to secure equal opportunities and tackle discrimination for all pupils is satisfactory. The school evaluates the performance of different groups and identifies pupils who need extra support though regular progress meetings. There is a satisfactory strategy in place to promote community cohesion. There are good links with the local Traveller community and a strong international dimension. Links to promote pupil's understanding of different cultures within the United Kingdom are at an early stage of development.

*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	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>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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Attainment on entry to the school is below national expectations. Children make good progress through Nursery and Reception to reach average standards by the time they enter Year 1. The curriculum is adapted well to meet their needs with a strong focus on communication, language and literacy. Children are provided with a good range of activities to choose from. The 'Jack and the Beanstalk' role play area is used, for example, to extend construction, writing and speaking and listening skills. During the inspection, more formal teaching of different letter sounds enabled the Reception children to sound out a range of simple words with confidence. Strengths in provision include the strong relationships and caring staff. The children respond well to requests



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from adults. Children use equipment for example, the ride-on toys, safely and share willingly. The outdoor area in the Nursery is used effectively and the children can choose where they would prefer to learn. However, in Reception, the use of the outside area is underdeveloped. Adults keep good records to track the progress of individual children. There are good links with parents, the children's centre and the neighbourhood nursery. Adults work together well to ensure the children are safe and achieve well.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 outcomes of the questionnaire and discussions with parents and carers during the inspection show that the school has a positive relationship with nearly all parents and carers. Only a very small number of parents and carers expressed any concerns. There were many positive comments about the school indicating that their children are happy and doing well. Parents and carers particularly comment on three main areas. Firstly, the positive contribution made by the headteacher to move the school forward. Secondly, the approachable and friendly staff who make themselves available. Thirdly, the good level of communication with the school for example, through the mobile telephone message service. One parent commented, 'The care and attention my child receives is outstanding. The staff are very approachable and respond to our requests. The headteacher has made a real impact on what is now a cohesive school'.

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

Ofsted invited all the registered parents and carers of pupils registered at Landywood 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 inspector received 77 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	68	23	30	2	3	0	0
The school keeps my child safe	55	71	19	25	3	4	0	0
The school informs me about my child's progress	44	57	28	36	4	5	0	0
My child is making enough progress at this school	42	55	33	43	2	3	0	0
The teaching is good at this school	43	56	32	42	1	1	0	0
The school helps me to support my child's learning	40	52	33	43	4	5	0	0
The school helps my child to have a healthy lifestyle	41	53	34	44	1	1	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)	33	43	36	47	3	4	1	1
The school meets my child's particular needs	43	56	31	40	3	4	0	0
The school deals effectively with unacceptable behaviour	29	38	42	55	1	1	1	1
The school takes account of my suggestions and concerns	28	36	45	58	1	1	2	3
The school is led and managed effectively	46	60	29	38	0	0	0	0
Overall, I am happy with my child's experience at this school	51	66	23	30	0	0	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 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.**



22 January 2010

Dear Pupils

Inspection of Landywood Primary School, Walsall, WS6 6AQ

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were all impressed by your friendliness and how clearly you expressed your opinions. You go to a satisfactory school. The curriculum and teaching in your lessons are satisfactory. The adults in the school care for you well. We were impressed by the very positive attitudes that nearly all of you have to learning. You behave well in lessons and around the school.

You get off to a good start in Nursery and Reception.

You make satisfactory progress in your lessons and reach standards which are average. You make better progress in English than you do in mathematics and science because teaching in English is good.

You are very helpful to others and nearly all of you say that you are very happy in school.

The school gives good support to those of you who need more help with learning.

You are learning to lead healthy lives well and feel safe at school.

Teachers ensure you have good opportunities to answer questions and discuss your ideas with each other. This is helping you to improve your writing.

Your teachers keep a close eye on how you are making progress in English and mathematics.

We are asking your school to help you improve in mathematics and science by doing the following:

- giving you more opportunities to solve mathematical problems
- improving the range of work you do in mathematics lessons
- making sure the topics you do help you to learn about more science and develop your scientific skills
- improving how the school measures how well you are doing in science
- making sure that changes made in mathematics and science are carefully measured.

You can help by trying your best and always attending school unless you are unwell.

Yours sincerely

Peter Clifton

Lead inspector

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