

# Edgar Stammers Primary School and Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	130153
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	341011
<b>Inspection dates</b>	8–9 December 2009
<b>Reporting inspector</b>	Chris Kessell

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Deborah Murphy
<b>Headteacher</b>	Ms Jane Mason
<b>Date of previous school inspection</b>	2 March 2007
<b>School address</b>	Harden Road Leamore Walsall WS3 1RQ
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<b>Age group</b>	2–11
<b>Inspection dates</b>	8–9 December 2009
<b>Inspection number</b>	341011

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at documentation, including the school's data about pupils' progress, the school development plan, safeguarding policies and teachers' lesson plans. Inspectors analysed 49 parental questionnaires.

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

- evidence to indicate that learning and progress are improving securely and quickly
- the management of inadequate teaching to ensure that all pupils are making at least satisfactory progress
- the effectiveness of leadership and management at all levels in securing rapid improvement.

## Information about the school

The school is above average in size. The proportion of pupils entitled to free school meals is well above average. Most pupils are from White British backgrounds. The proportion of pupils who have special educational needs and/or disabilities is above average.

The school offers Early Years Foundation Stage provision in a Nursery and two Reception classes. These are situated in a Children's Centre on the school site that is managed by the governing body. It provides a number of extended services to the local community and childcare provision for children aged two and above through an onsite playgroup. Additional care is available for Nursery-age children in the afternoon.

There have been significant staff changes since the school was last inspected. A new leadership team has been formed under the current headteacher, who has been in post since April 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?**

**3**

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

**3**

## Main findings

The school provides a satisfactory standard of education and is improving. Pupils' attainment at the end of Key Stage 2 is low as a result of previous underachievement. Rapid improvements have been made in pupils' learning and progress so that these are now satisfactory overall. Children make good progress in the Early Years Foundation Stage. Pupils are also making good progress in other parts of the school, notably in Years 2 and 6, where effective teaching has a strong impact on pupils' learning. Attainment is now improving strongly, especially in reading and mathematics. The rate of improvement in writing is slower in comparison. Pupils do not have enough opportunities to develop their writing skills in other subjects.

The quality of teaching is satisfactory. Although there is an improving picture, teaching is not of consistently good quality throughout the school to accelerate the rate of progress in all classes. Consequently, previous underachievement is still affecting pupils' attainment. A very small amount of teaching is weak. Pupils mostly enjoy their learning and behave well while in class. They talk confidently and enthusiastically about their work. In a few classes, where teachers' expectations are not high enough, pupils' presentation of their work is poor. Notable improvements have been made to the way the school uses assessment information to monitor pupils' progress. In much of the teaching, good attention is now paid to groups and individuals. Increasingly, teachers look to ensure that pupils are given work that is appropriate to their needs and abilities although higher-attaining pupils are not always challenged sufficiently. Teachers' marking is improving, although the guidance to pupils on how to improve their work is inconsistent.

There are strengths in pupils' understanding of how to live a healthy lifestyle as seen in their uptake of sporting activities and clubs and choice of healthy options in school dinners. The school looks after pupils well and works hard to develop good relationships and links with parents and carers especially through the good work of the parent support advisor. Levels of attendance now match the national average as a result of the school's rigorous action to encourage and celebrate the importance of coming to school regularly.

The new headteacher has had a positive impact on the school. Staff morale is considerably higher and there is a strong commitment to school improvement. Previously, planning had not been sufficiently sharply focused on needed improvements. There is now awareness that teaching needs to be better than satisfactory, and how it needs to be better, and this is being addressed rigorously. All teachers have been made more accountable for the performance of their pupils. Although senior leaders are increasingly effective in supporting the headteacher's drive to secure rapid

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improvement, some inconsistencies remain in the degree of rigour they apply to their roles in monitoring the quality of provision. Nevertheless, self-evaluation is broadly accurate, and the improvements that have been made to pupils' learning and progress, and to the quality of teaching, indicate that the school has a satisfactory capacity to improve further.

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

- Raise attainment and further improve pupils' learning and progress by ensuring that most teaching is good or better by:
  - ensuring that all teachers have high expectations of what their pupils can achieve
  - improving the consistency of teachers' marking so that all pupils are provided with good guidance on how to improve their work
  - providing sufficient challenge to all higher-attaining pupils
  - providing opportunities for staff to observe particularly effective teaching.
- Raise attainment in writing by:
  - providing pupils with more opportunities to develop their writing skills in other subjects
  - encouraging pupils to take more pride in their work, especially their presentation.
- Ensure consistency in the rigorous monitoring of provision by senior leaders by:
  - providing opportunities to enhance the skills of all senior leaders through the sharing of good practice.

**Outcomes for individuals and groups of pupils****3**

Most lessons capture pupils' interests so that they enjoy their learning. Pupils make consistently good progress in Years 2 and 6 as a result of high expectations and challenging activities for all, taught at a good pace. Consequently, pupils are motivated well and this results in good learning. This was evident in a Year 6 numeracy lesson when no time was wasted as pupils enthusiastically undertook their mental mathematics work. The good pace was maintained as the lesson continued with algebra and pupils of different ability were appropriately challenged and motivated. Similarly, Year 2 pupils successfully located information from text because of the teachers' enthusiasm, high expectations and good attention paid to individual needs. However, because there is not a consistent pattern of good quality teaching throughout the school, learning and progress overall are satisfactory. In particular, work is not sufficiently challenging in a very small amount of the teaching and then pupils lack the motivation and enthusiasm seen in lessons where there is better teaching. Their enjoyment of learning is less and they make slower progress.. Pupils who have special educational needs and/or disabilities make satisfactory progress overall. A few pupils in this group learn well when

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they receive good quality support and particular care is taken to meet their individual needs. Higher-attaining pupils do not always make the progress they are capable of because work is not consistently well matched to their needs.

Pupils have a good understanding of unsafe situations and are unanimous in saying that the school is a safe place in which to learn and play. They are critical of the behaviour of a very small minority. Behaviour is satisfactory overall. It is good in most classrooms but pupils behave less responsibly in corridors and outside. Pupils sensibly take on responsibilities around school such as acting as playground leaders. They work collaboratively and productively together, and make satisfactory progress in gaining skills relevant to their future needs. Their involvement in the wider community is more limited, although pupils perform to local senior citizens and the choir participated in a concert at the Birmingham Symphony Hall. Pupils' spiritual, moral, social and cultural development is satisfactory. Their understanding of cultural diversity is less well developed than other aspects.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

<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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Most teachers make at least satisfactory use of assessment information to plan different activities for pupils that reflect their abilities and level of understanding. However, in some of the teaching, expectations are not high enough. Some teachers provide good role models for teaching in the school; they are particularly successful in using time efficiently and ensuring that there is a good pace to learning, Behaviour is generally managed well although in the very small amount of weaker teaching, pupils misbehave and the pace of learning slows. Marking lacks consistency in providing pupils with clear guidance on the next steps they need to take in their learning to improve. Teaching assistants contribute effectively to pupils' learning through the support they offer to individuals and groups. Occasionally, they are too passive at the start of lessons.

The curriculum has strengths in terms of enrichment. Pupils have opportunities to undertake day visits. For example, next term, Year 5 and 6 pupils will attend an outdoor education centre where they will be able to participate in adventurous outdoor activities. A high priority has been placed on literacy and numeracy lessons, but these skills are not consistently well developed across other subjects. The school is beginning to plan to use the creative links that exist between subjects to make learning more meaningful and enjoyable for the pupils.

Pupils are well cared for in a secure, welcoming environment. Relationships between adults and pupils are good. Pupils say that they trust adults to deal quickly with any incident or concern. A skilled and committed parent support advisor works well with the Children's Centre's family support workers to provide good support for pupils, parents and carers who find aspects of school challenging. There are good links with outside agencies that provide specialist help and advice for the school in supporting vulnerable pupils such as those in care.

*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?**

Following the headteacher's appointment, all staff are now clearly committed to improving pupils' attainment and learning and progress. As a result of the headteacher's strong and effective leadership, the large majority of senior staff and middle leaders are making great strides in developing their own leadership and management skills, especially those of monitoring and evaluation. There is now a strong focus on addressing weaknesses in teaching and learning and, consequently, pupils are now making at least satisfactory progress. However, there is an over-dependence on the new

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headteacher and, in a few cases, senior leaders' skills are not sufficiently well developed.

The governing body is supportive of the school and is actively developing its own role. A number of governors help out regularly in school and are becoming more confident in beginning to challenge and question the school about its work. The school works effectively to eliminate discrimination and promote equal opportunities. It has started to use its information on pupil performance to break down barriers to learning to further improve learning and progress. At the time of the inspection, safeguarding procedures met government guidelines and arrangements for ensuring pupils' health and well-being were effective. The school is a cohesive community and the school is looking at ways that pupils can become more engaged with others from different backgrounds. Partnerships with other organisations are good. The Children's Centre, for example, works closely and effectively with a number of different agencies such as the health service for the benefit of the school and wider community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>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>3</b>

## **Early Years Foundation Stage**

Children under three are happy and well cared for in the playgroup. They are offered a bright, welcoming, well-organised environment and make gains in their confidence. They enjoy the stimulating activities and opportunities to explore through play, and the environment provides the potential to extend these further. The provision fully meets the requirements for registration by providing appropriately qualified staff.

Children begin Nursery with low levels of skills and development for their age. Overall,



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they make good progress during the Early Years Foundation Stage, but standards of attainment are still slightly below average, especially in writing and some aspects of personal development. Children get pleasure from a balanced and broad range of appropriate activities, indoors and outdoors, that allow them to make choices, explore and learn through play and develop independence. For example, as part of the Christmas theme, children were very keen to be Santa's elves, making toys in the outside workshop using tools such as hammers, tape measures and toy saws. Adults promoted a rich use of language to support this activity. Detailed learning journals are kept in both Nursery and Reception classes and updated weekly. Consequently, planning is detailed and ensures that all areas of learning are adequately covered. Children play well together and relationships between adults and children are good. Strong links have been established with parents and carers. 'Inspire Workshops', for example, enable parents and carers to spend a session in school helping with children's play and learning. Children's welfare is effectively promoted.

Leadership and management are satisfactory. An enthusiastic manager has been appointed for the Nursery and Reception classes and there is a growing awareness of the setting's strengths and areas for development. Links with Key Stage 1 are not as strong as they could be and improving transition arrangements is a development priority. There is also a plan to introduce more resources to help with writing. Currently, higher-attaining children are not always challenged sufficiently.

*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	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

Parents and carers generally hold positive views about the school. Most of the responses in the small sample of parent questionnaires either strongly agreed or agreed with the 13 statements. A few parents and carers felt that the school does not deal effectively with unacceptable behaviour. Inspectors do not agree and found that behaviour in most classrooms is good. Although behaviour is not as good outside classrooms, no poor behaviour was observed.

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

Ofsted invited all the registered parents and carers of pupils registered at Edgar Stammers 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 received 49 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	68	15	30	0	0	0	0
The school keeps my child safe	27	54	20	40	1	2	1	2
The school informs me about my child's progress	21	42	27	54	1	2	0	0
My child is making enough progress at this school	24	48	23	46	1	2	0	0
The teaching is good at this school	27	54	21	42	0	0	0	0
The school helps me to support my child's learning	19	38	27	54	2	4	0	0
The school helps my child to have a healthy lifestyle	22	44	23	46	3	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)	23	46	21	42	3	6	0	0
The school meets my child's particular needs	22	44	26	52	0	0	0	0
The school deals effectively with unacceptable behaviour	20	40	23	46	6	12	0	0
The school takes account of my suggestions and concerns	17	34	28	56	4	8	0	0
The school is led and managed effectively	21	42	23	46	3	6	0	0
Overall, I am happy with my child's experience at this school	27	54	19	38	3	6	0	0

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

## Glossary

### What inspection judgements mean

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

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

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

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

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

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

## Common terminology used by inspectors

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

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



10 December 2009

Dear Pupils

Inspection of Edgar Stammers Primary School and Children's Centre, Leamore, WS3 1RQ

Thank you on behalf of the inspection team for your warm and friendly welcome when we came to inspect your school. We enjoyed our visit, especially listening to the choir.

This letter is to explain our findings. You go to a satisfactory and improving school.

You are good at keeping healthy by eating sensibly at lunchtimes and taking lots of exercise. All of the staff are good at looking after you and keeping you safe. The quality of teaching is improving and many of you are making good progress. We have asked the headteacher, staff and governors to improve teaching further so that even more of you make good progress and do not find the work too easy. Your writing is not as strong as your reading and mathematics. We have asked the school to provide you with more opportunities to write in subjects other than just English. It would also help if some of you tried to improve the presentation of your written work.

The school is well managed by your headteacher. Many other staff are helping her make the school even better. As a final suggestion, we have asked the school to make sure that all leaders are properly involved in improving the school.

You can help the school get better by working hard and making sure you attend every day.

Best wishes for the future.

Yours sincerely

Chris Kessell

Lead Inspector

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