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Mrs J Jones  
Perry Common Junior and Infant School  
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Dear Mrs Jones

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 11 December 2009, and for the information you provided before and during my visit. Please pass on my thanks to the pupils, staff, Chair of Governors and the local authority representative for the time she gave to our telephone conversation.

Since the school was last inspected in December 2008 a new phase leader has been appointed to upper Key Stage 2 and a new teacher has been appointed to Year 5. Three new parent governors have joined the governing body. The school population is rising as is the proportion of pupils who do not speak English as their first language.

As a result of the inspection on 9-10 December 2008, the school was asked to:

- Improve standards and progress of pupils in Key Stages 1 and 2
- Increase the amount of good teaching and, in particular, ensure that teaching is closely matched to pupils' needs and consistently challenges all pupils, especially the higher attaining pupils
- Implement a curriculum with sufficient depth and breadth that meets the needs of all pupils and develops skills in literacy and numeracy in different subjects
- Provide more opportunities for pupils' cultural development, particularly so that they understand better what it is to be part of multicultural Britain and an international citizen.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.



Since the last inspection the school has implemented a wide range of strategies to tackle weaknesses in standards and achievement across the school. Pupils' progress is tracked half termly and the school are identifying underachievement early and providing appropriate and effective support. Alongside these interventions, the school has developed a robust assessment system, so teachers can assess pupils' work with much greater accuracy. As a result, standards at the end of Key Stages 1 and 2 are rising rapidly and pupils' progress accelerating.

The 2009, Year 2 teacher assessments indicate that more pupils achieved the expected levels and attainment is now broadly in line with national averages. In particular, pupils made significant gains in mathematics with the proportion of pupils achieving the expected level rising by 25% and a greater number achieving the higher levels than in 2008. Results in reading have also improved by 13%. Standards in writing have remained similar to 2008. Standards at the end of Key Stage 2 have also risen rapidly since the school was last inspected. The 2009 Year 6 tests indicate that a greater proportion of pupils achieved the expected levels and attainment is now in line with national averages. There have been very significant gains in English, mathematics and science compared to 2008. For example, the number of pupils achieving the expected level in English has improved by 23% in writing and 18% in reading. In science, the proportion of pupils achieving Level 4 rose by 27% and in mathematics by 18%. More pupils are now achieving the higher levels in English, mathematics and science, although the school recognises that there is still work to be done to bring these figures in line with national averages. These improvements have come about because the school has improved the quality of teaching and learning, strengthened leadership and management, particularly in Key Stage 2, and has made more effective use of assessment information to meet the needs of the pupils.

The latest school data indicates that a greater proportion of pupils are now making good progress. This is because teachers have an accurate view of how well their pupils are achieving. Assessment for learning strategies have been developed and staff have received training from the local authority. Consequently, teachers have a secure understanding of the importance of providing pupils with helpful feedback on their work and planning their next steps of learning. Lesson planning is detailed with appropriate activities for different levels of ability. The quality of teaching, lesson planning and pupils' work are regularly monitored and helpful feedback given to teachers to improve their effectiveness. As a result, the quality of teaching has improved and the large majority of lessons are judged to be good or better by senior leaders. Lessons sampled during the inspection were judged to be good overall.

Provision for information and communication technology (ICT) has improved with the re-location of the ICT suite to a much larger room and the purchase of new computers. Pupils have regularly opportunities to develop their ICT skills and links are being made across different curriculum areas. The school has taken steps to evaluate the quality and effectiveness of the whole curriculum. Appropriate curriculum priorities have been identified that are linked to meeting pupils' needs,

aspirations and interests with greater accuracy. Staff have received training on teaching the International Primary Curriculum (IPC) and are currently in the process of trialling a more creative and practical approach to learning. Subjects studied through the IPC are covered in sufficient depth, although whole school curriculum planning is in the early stages of development. As a result, progress in this area of improvement is satisfactory.

Much work has been done to improve pupils' knowledge and appreciation of the diverse faith and cultures present in Britain. The school has introduced a structured programme of visits to places of interest and visitors to school to enhance pupils' cultural understanding. For example, during the festival of Diwali, pupils thoroughly enjoyed a visit from an Indian music group and making their own clay divas and Rangoli patterns. Colourful displays around the school promote different cultures and the religious education curriculum explores major world faiths. As a result, pupils are gaining a good understanding of those from different ethnic, religious and socio-economic backgrounds.

The good progress made in addressing three of the four issues for improvement, coupled with rigorous systems for monitoring and evaluating the work of the school demonstrate the school's good capacity to improve further.

The local authority has provided helpful support. The work undertaken by the School Improvement Partner and the local authority advisers have helped to identify areas of weakness and bring about the support required to improve. The impact of this work has been good. During the inspection safeguarding procedures were checked and found to meet the latest requirements.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Marian Harker  
Her Majesty's Inspector