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Miss Anne Tyler
The Headteacher
New Invention Junior School
Cannock Road
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Wolverhampton
WV12 5SA

Dear Miss Tyler

Ofsted monitoring of Grade 3 schools: monitoring inspection of New Invention Junior School

Thank you for the help which you and your staff gave when I inspected your school on 18 January 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the staff and pupils for their help during the inspection.

As a result of the inspection on 22 and 23 June 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

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

While pupils' attainment has risen at the end of Key Stage 2, with assessments showing their learning and progress soundly improving, pupils' achievement remains satisfactory.

The attainment of pupils at the end of Key Stage 2 rose in 2010 to above the national average in English and mathematics, especially in the number of pupils achieving Level 5. Also, teacher assessments in science reflect the attainment in English and mathematics with the majority of pupils achieving Level 5 at the end of Key Stage 2. This has reversed the declining trend of results since 2008 and is an improvement since the last inspection. There is now a more robust tracking system in place that is beginning to monitor pupils' progress more effectively. More rigorous moderation of teachers' assessments, especially as pupils enter the school, is now ensuring that pupils' attainment and progress are measured accurately. This is beginning to help senior leaders identify areas of weakness and take appropriate



action. However, tracking data show that pupils' progress is variable, both across year groups and in different subjects. For example, progress in mathematics is more consistent than in reading and writing. The pace of learning across Year 3 was identified as an area of weakness in the last inspection. Tracking data show that pupils' progress in Year 3 is slowly beginning to increase in reading, writing and mathematics and this is an improvement since the last inspection.

While there is a minority of good teaching in the school, it remains broadly satisfactory. Teachers sometimes spend too much time talking in lessons with the result that a number of lessons move at a satisfactory pace. This slows the rate at which pupils learn as they lose concentration. Senior leaders have put a strong emphasis on improving the quality of teaching and have put in place training to develop middle leaders' monitoring skills. As a result, regular observations of lessons and scrutiny of pupils' work are now undertaken by middle as well as senior school leaders. This has ensured that teachers plan lessons that match the needs of all groups of pupils, including the more able. Pupils are now beginning to be more involved in their learning and in the best lessons are given more time to develop new skills and extend their knowledge. While lesson observations give priorities for improving the quality of teaching, such as increase the pace of lessons, they sometimes lack the sharpness to be fully effective. Nevertheless, regular monitoring is beginning to improve the percentage of good teaching and school leaders have eliminated the inadequate teaching identified at the last inspection.

Attendance remains above average due to the continued steps taken to reduce absences. This has resulted in levels of attendance being at least sustained since the last inspection.

Behaviour remains satisfactory, although the number of exclusions has fallen during the past academic year. This is a recent development and has yet to be sustained. Behaviour was generally good in lessons, reflecting the improvement in the quality of teaching and pupils' learning.

Since the last inspection senior leaders have continued to work with local partnerships and advisers to improve the quality of teaching and develop the curriculum. This has improved the quality of provision and is beginning to raise attainment and improve pupils' learning and enjoyment. School improvement planning has been sharpened and has an appropriate emphasis on improving pupils' science skills. This is beginning to address an area of weakness identified at the last inspection.

The local authority has provided appropriate support through the use of advisory teachers in English and mathematics. This has helped school leaders improve their lesson observation skills and has provided support in the use of assessment procedures to monitor and track pupils' attainment and progress. While the support has been well targeted, its impact is just beginning to be seen.



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

Yours sincerely

James Henry
Additional Inspector



Annex

The areas for improvement identified during the inspection which took place in June 2009.

- Increase the pace of learning, especially in Year 3, and make lessons more stimulating by giving more time to activities where pupils develop new knowledge, skills and understanding.
- Ensure that the work given to the most able pupils is sufficiently demanding, especially in science in Years 5 and 6.
- Make better use of the results of checks on teaching to develop priorities for action that tackle the root causes of any identified underachievement.