

Guns Village Primary School

Inspection report

Unique Reference Number	131178
Local Authority	Sandwell
Inspection number	360222
Inspection dates	15–16 November 2010
Reporting inspector	Andrew Stafford

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	484
Appropriate authority	The governing body
Chair	NurJahan Khatun
Headteacher	Dawn Cooper
Date of previous school inspection	4 June 2008
School address	2 Hanbury Road West Bromwich B70 9NT
Telephone number	0121 5531427
Fax number	0121 5534633
Email address	school@gunsvillage.sandwell.sch.uk

Age group	3–11
Inspection dates	15–16 November 2010
Inspection number	360222

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 lessons and observed 17 different teachers. They held meetings with groups of pupils, governors, parents and staff. They observed the school's work, and looked at documentation relating to attainment and the assessment of pupils' progress, school policies, the school's self-evaluation, minutes of governors' meetings and the provision for safeguarding. They also looked at samples of pupils' work and the school development plan. They analysed 63 parent and carer questionnaires and the responses from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

Whether pupils achieve at a consistent rate of progress as they move through the school

- The measures that have been used to bring about any improvements in attendance rates.
- The effectiveness of the actions taken by school leaders to improve provision and track pupils' progress.

Information about the school

Guns Village is larger than most primary schools. About one third of pupils are of White British heritage. The remainder come from minority ethnic groups, the largest being those from Indian heritage, with an increasing number from Polish backgrounds. Two thirds of pupils speak English as an additional language, with 61 pupils at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is lower than average, with most of these having moderate learning needs, speech, language and communications difficulties or behavioural and emotional difficulties. There have been a number of staffing changes in the last two years, including the appointment of the headteacher in September 2008 and the deputy headteacher in September 2010. The staffing situation is now more stable. The school has a number of awards including Healthy School status and the Activemark award.

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

2

Main findings

Guns Village is a satisfactory school. It provides a good standard of pastoral care. It is evident from the questionnaires completed by parents, pupils and staff that most are proud to be part of Guns Village. They recognise that it is a well-led improving school. As one parent with an older pupil in the school wrote, 'I am really happy with my daughter's progress. So many other parents are extremely happy with the teaching staff as well as the headteacher'.

The inclusive and caring environment nurtures pupils' personal and social skills well, leading them to develop a secure sense of right and wrong. They have a good understanding of how to keep themselves safe. They have well-rounded attitudes to living healthy lifestyles and behave well. Pupils enjoy much of what the school has to offer. They make a good contribution to the school and to the local community. Pupils are successful in sporting activities, lead the singing in the young persons' community choir and particularly valued the opportunity to contribute to naming a local support centre. Pupils willingly take on responsibilities and are keen to give their views on how the school can improve. The multicultural, multi-faith nature of the school, and the opportunities to learn within the cluster of local partner schools, help pupils to develop empathy and respect for others. They understand that there are others who face extreme challenges in their lives and regularly raise money for a range of good causes.

The new senior leaders are ambitious for the school and determined that pupils will reach their potential. At the moment, their academic achievement is satisfactory. Nonetheless, there is evidence that the development of systems to track how well pupils are doing, and actions taken to improve the quality of teaching and learning, are starting to have a positive impact on the progress pupils make and the standards they reach. However, the tracking system is not fully embedded and this is required to accelerate pupils' progress further. A substantial proportion of good teaching was observed across the school during the inspection, but this good practice is not shared widely in efforts to raise standards. Last year almost half of the pupils in school made better than expected progress and overall standards in English and mathematics rose at the end of Year 2 and Year 6. However, teaching is not yet consistently strong enough to ensure that learning and progress are steady throughout the school. Sometimes in their bid to make activities interesting and relevant, the focus on what pupils are learning gets lost and the task becomes more important. Questioning is not always used well enough to challenge pupils to recall and apply what they have learnt or to help them understand whether they have been successful. Data from the most recent assessments are used well to organise pupils into groups for literacy and mathematics lessons. However, planning still does not always pay sufficient attention to the range of abilities that exist within the groups and some pupils are not challenged sufficiently. Consequently standards in reading, writing and mathematics are not high enough.

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

Rigorous monitoring and honest self-evaluation mean that leaders have an accurate picture of what the school is doing well and a clear plan is in place to tackle the improvements that are needed in the future. The improvements to date demonstrate that the school has good capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve the proportion of good teaching in reading, writing and mathematics so that most pupils make good progress by ensuring that teachers consistently:
 - differentiate activities to match closely the learning needs of pupils of all abilities
 - keep the lesson focused on what pupils are learning rather than the activity they are doing
 - use questioning to encourage pupils to recall and apply their learning, and to help them understand what they are doing well and how they can improve.
- Implement plans to ensure that at least 80% of pupils achieve nationally expected levels or above in writing and mathematics by:
 - providing professional development for staff by sharing good practice
 - embedding fully the assessment and tracking of pupils' literacy and numeracy skills.
- 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

Most pupils start at school with skills well below those expected for their age and often with very limited language. Pupils have positive attitudes to learning because they respond well to teachers' own enthusiasm in lessons and the good relationships they develop with their classes. Pupils are generally interested in what they are doing, listen attentively during whole-class sessions, get on with the tasks set for them and behave well. Overall, evidence from lessons seen during the inspection, monitoring over time and data show that the progress pupils make is improving and, over the last year, over half the pupils in Year 6 made good progress. The number of pupils who speak English as an additional language reaching the expected level for their age is steadily improving. This is because the school rises well to fresh challenges and is able to provide extra lessons for these pupils, helping them to learn at rates appropriate to their capabilities. Pupils with learning difficulties and/or disabilities make the progress of which they are capable because rigorous tracking identifies them early, so that they get the additional support they need in good time.

Standards at the end of Year 6 are higher than they were three years ago. While over time standards have been significantly below average, the gap when compared with the national average has narrowed this year. A 16% improvement in test results in English and mathematics has closed the gap and the proportion of pupils reaching the nationally expected level was just above the national average. However, the pattern has not been one of steady increases over time. Instead there have been significant increases in one

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

year followed by subsequent dips. The school's assessment data and observations of pupils at work during the inspection show that standards are below those expected for their age for the current Year 6 pupils. The school is confident that it can accelerate progress and raise standards by the end of the school year. However, improved progress in the past has relied too much on extra support and enhancement sessions rather than consistently good teaching over time.

These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers work hard to make learning interesting. Information and communication technology is used well to support whole-class teaching. This was seen when Year 5 pupils researched 'Lady Pirates' and when Year 6 pupils checked their answers to challenging multiplication questions via software linked to the white board. Techniques such as paired talk are used to actively involve all pupils in lessons. Over the last year, the school has focused on developing pupils' understanding of how well they are doing and what the next steps are in their learning. In lessons, teachers tell pupils what they will be learning and emphasise links with previous lessons.

Over the last year, the school has reintroduced mixed-ability classes as a way of raising all pupils' achievements. Pupils are taught specific skills, supported by visits to appropriate venues, which they then have to apply in extended writing sessions. This has had a positive impact on narrowing the gap between reading and writing across the school and

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

improving the number of pupils who are on track to achieve the nationally expected level by the end of Year 6. The school consistently develops new curriculum plans to provide more opportunities for pupils to develop their creativity and make meaningful links between subjects. It is too early to see the impact on standards across the full age range, but feedback from pupils and staff show it is boosting pupils' enjoyment.

Some pupils encounter particular challenges which can be barriers to their learning and well-being. Staff identify pupils who are falling behind their targets and put in timely additional support. The school effectively matches additional support and care to their needs, for example by using one-to-one tuition or links with professional agencies, to get them back on track.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has brought energy, enthusiasm and high expectations of staff and pupils. She works effectively with her strong senior leaders and has raised the profile of subject leaders. A combination of consultation on plans for improvement, professional development focused on key priorities and performance management ensures that staff across the school know exactly what leadership and management are trying to achieve and what their role is. As one teacher commented, 'I am proud to be part of the movement for improvement that is sweeping through our school.' A thread through all aspects of the school's work is its commitment to equality. It considers carefully how well different groups of pupils are doing and knows which may need additional support. Events such as the Africa Day celebrate the rich diversity within the local community and beyond, which explains why the pupils develop a good understanding of each other's backgrounds and why the school is such a cohesive and harmonious place. The school seeks the views of parents to make sure it understands their particular needs. For example, in response to feedback, it is holding a day during which parents have the opportunity to learn alongside their children. This is to help more parents understand how they can support their children's learning.

The recently appointed chair of governors demonstrates a passion for improvement to rival the headteacher's. The governing body is at full strength and its members bring the right mix of skills and experience. There is a growing core of governors who are developing their skills to ensure they can provide an appropriate level of support and challenge for senior leaders.

Safeguarding procedures are robust and are reviewed regularly. There are clear procedures for ensuring the safety of pupils, backed up by regular training for staff. Pupils

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

feel they are safe in school, as do their parents, and know that their views are taken into account. They appreciate that the school helps them to learn how to keep themselves safe, for example by offering road safety sessions conducted by the community police officer, who is also a member of the governing body.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. Most start with skills well below those expected for their age and often with very limited language. Over the time they are in the Nursery and the Reception Year, they make good progress, although their skills are below average in reading and writing when they move to Year 1. Staff are led well by an effective and enthusiastic newly appointed director. Staff training is closely linked to ensuring the well-being of the children and improving the quality of their learning and development. For example, Nursery staff have had specific training to develop children's reading and personal and social skills and Reception teachers have been focusing on calculation and the use of letters and sounds to support children's reading.

Staff work very hard to be fully inclusive and involve all children and their families. They have been forming close links with the local community, which have led to a better understanding of how to support Polish parents, for example, and their children as they start school. Home visits help to develop good relationships between parents and staff before the children join the Nursery classes. Parents are made to feel welcome when they arrive and are encouraged to stay, particularly in a child's first days. As a result, children are settled and happy. Daily routines help the children to feel secure. They form good relationships with the adults that support them, particularly their key worker. They learn to keep themselves safe and healthy from an early age and begin to develop an awareness of the needs and feelings of others. Activities are planned to meet individual needs, taking

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

into account children's interests and preferences based on observations of them at play and listening to what they and their parents say. Children particularly enjoy the opportunities they have to learn and play outside. The location of classes gives the Nursery and Reception classes good access to outdoor areas, although budget restraints have prevented the school from fully developing these areas.

Nursery staff are well qualified and have a good understanding of children's development. They keep parents fully informed with a daily record of their child's day. Throughout the day, children are offered stimulating play opportunities across all the areas of learning both in the bright, airy inside area and in the well-fenced, soft-surfaced outdoor area. There is a strong focus on children's well-being and ensuring a safe environment for their learning and development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

There was a low response by parents and carers in returning the questionnaire. The very large majority who returned the questionnaire said that overall they were happy with their child's experience at Guns Village. Parents confirm that their children enjoy school, that their children are safe, helped to have a healthy lifestyle, and that behaviour is managed effectively. Most parents agreed that teaching is good and that their child is making sufficient progress. The inspection found that these aspects are improving but are not yet consistently good. A very small minority feel that the school does not give parents enough information about their child's progress and, as a result, the school is considering an additional parents' meeting during the autumn term. A similar very small minority do not feel that the school takes account of their views and that the school is not led effectively. Inspector's scrutiny of the school's own surveys show that parents' suggestions have recently been adopted. The inspection found that leadership is leading to improvement. Senior leaders accept that there has been insufficient dialogue with parents to share their vision for school improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Guns Village 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 484 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	67	18	29	3	5	0	0
The school keeps my child safe	31	49	30	48	1	2	0	0
My school informs me about my child's progress	18	29	33	52	6	10	2	3
My child is making enough progress at this school	16	25	36	57	8	13	2	3
The teaching is good at this school	20	32	37	59	3	5	0	0
The school helps me to support my child's learning	12	19	39	62	6	10	4	6
The school helps my child to have a healthy lifestyle	16	25	41	65	5	8	1	2
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)	12	19	38	60	7	11	2	3
The school meets my child's particular needs	14	22	40	63	2	3	3	5
The school deals effectively with unacceptable behaviour	10	16	43	68	6	10	1	2
The school takes account of my suggestions and concerns	11	17	34	54	9	14	2	3
The school is led and managed effectively	12	19	36	57	6	10	6	10
Overall, I am happy with my child's experience at this school	22	35	33	52	4	6	1	2

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 November 2010

Dear Pupils

Inspection of Guns Village Primary School, West Bromwich, B70 9NT

It was lovely to meet you when we came to your school. Thank you very much to all of you who spoke to us in lessons, around the school and in the special meetings we had. We know that your school takes your views seriously and so do we. We have judged that your school is satisfactory. It is definitely improving and some things it does are good. These are some of the things that we found.

The headteacher and the other staff lead the school well. They know what it does well and what could be better.

All the adults in the school work hard to care for you and make sure that you are safe.

The youngest children get off to a good start.

You enjoy learning and work hard because lessons are interesting.

You behave well in class and around school.

Your headteacher and her staff are determined to make Guns Village a better school and to make sure you achieve as well as you can. We discussed with them the most important things they need to do and we have said that they should:

- improve the proportion of good teaching so that most of you make good progress
- make sure that most of you reach the nationally expected level for your age in writing and mathematics.

We are confident that you will try to do your best, and find that learning is fun in Guns Village.

Yours sincerely

Andrew Stafford

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.