

King George V Primary School

Inspection report

Unique Reference Number	131223
Local Authority	Sandwell
Inspection number	360234
Inspection dates	25–26 January 2011
Reporting inspector	Carolyn Carnaghan

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	203
Appropriate authority	The governing body
Chair	Norman Hickson
Headteacher	Alison Matthews
Date of previous school inspection	22 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons, taught by seven teachers and held meetings with pupils, staff and members of the governing body. The inspection team scrutinised the school's work, including policies, plans, minutes of meetings, documents and 68 responses to parental and carer questionnaires.

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

- Have the school's efforts to raise the quality of teaching, learning and assessment begun to drive up progress and raise attainment?
- Is there consistency of teaching across Key Stages 1 and 2 to ensure progress can be sustained?
- How effectively does the curriculum contribute to pupils' progress and their understanding of the world?
- Has the recent reorganisation of the Early Years Foundation Stage resulted in a learning environment that can build strong foundations for children's learning?

Information about the school

This is an average-size primary school with higher-than-average and increasing proportions of pupils with English as an additional language, those who are known to be eligible for free school meals, and those who are from minority ethnic groups. The majority of pupils come from Asian Pakistani, Asian Indian and Black Caribbean backgrounds. The proportion of pupils with special educational needs and/or disabilities is average and these predominantly have speech and language difficulties. The proportion of pupils arriving at times not associated with transition to and from primary school is above average and rising.

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 education. Pupils make satisfactory progress from their very low starting points on arrival, including those with special educational needs and/or disabilities, leaving with below average attainment. This represents satisfactory achievement. Children enter the Early Years Foundation Stage with skills well below those typical for their age, especially in communication and language. They make a satisfactory start to their education, but do not have enough opportunities to play and learn outdoors.

The school has undergone a period of upheaval, with inconsistencies in staffing and in the quality of its teaching. Currently, a team of dedicated teachers is ensuring pupils' progress is now securely rising and that children are making strides in their personal development. Pupils' attendance is below average, but improving because the school is making successful efforts to ensure parents and carers send their children to school. However, a small minority take their children away from school for holidays during term time and for religious and family celebrations. This impedes pupils' continuity of progress.

Historically weaker teaching and assessment are being overcome by a leadership team with a renewed focus on improving learning. Lessons are generally well planned, though teachers do not always use assessment to make clear the learning objectives for all abilities of pupils, particularly the more-able. All pupils work harmoniously in lessons, often learning about key figures who share their own cultural heritage. This curriculum helps pupils build an understanding of the world beyond their immediate surroundings and develop self-esteem and ambition. However, it does not provide enough opportunities for pupils to develop the key skills of literacy and numeracy in all their subjects.

Pupils report that they enjoy school and are happy here. They make good strides in their spiritual, moral, social and cultural development and are very supportive and caring of one another. They are proud to represent their school in sporting competitions. Equal opportunities are satisfactory because the school ensures everyone has a chance to take part in the many cultural events that take place, such as 'diversity week'.

The leadership team has a satisfactory capacity to sustain improvement because it is starting to ensure consistency in teaching. Self-evaluation provides an accurate picture of the school's strengths and weaknesses and a good basis on which to plan for the future. The careful monitoring of teaching is resulting in more positive outcomes for pupils and there are clear signs the school is effectively addressing its shortcomings.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attendance by working closely with parents and carers to ensure their children come to school every day.
- Raise attainment by September 2012 by ensuring that:
 - teaching in 75% of lessons is good or better
 - assessment is consistently used to inform pupils' understanding of their progress
 - teachers plan lessons that fully meet pupils' needs, through identifying clear learning objectives for all groups, particularly the more able
 - teachers make coherent links across subjects and provide more opportunities to apply skills in literacy and numeracy across the developing curriculum.
- Improve the outdoor provision in the Early Years Foundation Stage to extend learning activities further.

Outcomes for individuals and groups of pupils

3

Pupils enter Year 1 with below average attainment and make satisfactory progress through the school. Progress has been inconsistent across the years because learning has been disrupted by changes in staffing. Some pupils have made inadequate progress in both key stages, but better teaching is beginning to improve things. For example, in a good Year 6 drama lesson exploring a haunted house as a stimulus for writing a description, pupils' learning was good because they were applying and discussing ideas that they had gleaned from a video about a Tudor house.

Whilst pupils' achievement is still satisfactory, learning is faster and more secure than in recent years. Achievement in literacy and numeracy has fluctuated and there are still insufficient opportunities to use these core skills across the curriculum. An emphasis on extended writing is beginning to have a clear effect in raising skills and confidence in English. More-able pupils do not yet make the maximum progress, however, because learning objectives are not always stretching enough and sometimes pupils have to wait while others catch up.

Those with English as an additional language, whose needs are highly varied depending on their fluency in speaking and writing, make satisfactory progress. Pupils with special educational needs and/or disabilities also make satisfactory progress since they receive sound support in their development of basic skills.

Pupils report that they feel safe and increasingly build self-confidence, joining the school council, speaking in assembly, proudly speaking about their better-than-average attendance or achievements. Pupils understand the importance of working cooperatively and in teams. Their regular use of information and communication technology (ICT) across the curriculum is helping build skills that will be useful in their future lives.

Pupils' development of spiritual and moral values is good. They show tolerance and care for one another and their satisfactory behaviour ensures learning is rarely interrupted. Pupils become progressively knowledgeable and understanding of the wide diversity of cultures represented at the school and 'diversity week' sees parents and carers joining in with the celebrations. They develop a satisfactory appreciation of communities beyond school, including other pupils who live in a different area to theirs. They have very

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recently forged an e-mail link with a Nepalese Sherpa who regularly scales Everest and have spoken to a mountain climber who has also achieved this feat.

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	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
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	4
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?

Teaching has undergone a radical shift in approach and organisation. Lesson planning and delivery are becoming more focused on the needs of pupils and are now more consistent. Objectives are not always sharp enough to drive progress, however, particularly for the more-able. To show what excellent work looks like, teachers sometimes use the broad range of beautifully displayed work on the walls. Assessment is continuous, but pupils' successes in their work do not consistently form the basis for lesson planning. Pupils too often work on the same or similar tasks, sometimes they then finish quickly and have to wait for something else to do. Pupils are very patient so will sit and wait; their good attitudes make this possible. Books are generally well marked with clear comments and advice as to next steps for improvement.

Clear links across the curriculum are sometimes missed, but where these are made, for example, when a discussion in assembly was picked up in topic work about clean water supplies, learning is more focused and enjoyable. The curriculum adequately matches the needs, experiences and interests of pupils, via a thematic approach. This is embedded, but its impact on attainment has not yet been fully evaluated. Provision for bilingual and early learners of English is not fully monitored. There is no formal strategy to address the

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particular arrangements necessary to enable these pupils progressive access to the curriculum. The school's support in lessons for pupils with special educational needs and/or disabilities and for those with English as an additional language is satisfactory, but sometimes insufficiently targeted on the specific needs of individuals.

The curriculum is enhanced through collaborative partnerships with schools in the area, but these are not yet fully utilised. The school is starting to use a new virtual learning platform as a way of enhancing learning at home. The school is working on its potential for communicating and involving parents and carers in their children's development, but this is as yet in its infancy.

Pupils feel well cared for and their personal development is enhanced through the respect shown to them, the staff acting as good role models, and the ways the school endeavours to reach out to parents and carers. While this is not always successful in raising attendance for everybody, pupils attest to how much they appreciate their school life. The school provides work to be taken on holiday or to be done during absences. Support for pupils who may be vulnerable due to their circumstances is good and new pupils settle into school through their careful mentoring. Pupils are also well prepared for transition to secondary school.

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	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The school's leadership has empowered its middle leaders and teachers to take on the redesigning of the curriculum, to think more creatively about assessment and to improve their teaching practice. The recent history of inconsistencies in teaching has had a profound effect on progress, so that, in some years, progress in some classes was inadequate. This is no longer the case and progress is rising because the consistency in teaching is there, the workforce has stabilised and has more focused learning goals in mind. The headteacher's effective monitoring of teaching has helped bring this about and there is now a more ambitious attitude, clearly expressed by staff.

The governing body has stabilised relatively recently after a period of changes in membership. It is becoming a stronger force in the school, through training, and is supporting its activities more ably. It is not yet fully challenging the school's leadership or holding it to account, however, but is developing understanding of how to do so. The governing body verifies all employees and visitors to the school are carefully vetted. All safeguarding procedures and policies are in place and are regularly reviewed.

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The school works hard to engage parents and carers, but does not yet feel this is successful enough. There are plenty of opportunities for parents and carers to come to school, for workshops designed to support learning at home, helping with ICT and celebrating the diversity of cultures. This also helps pupils enlarge their knowledge and understanding of different ways of living. The school community is strong and vibrant, exemplified in pupils' pride in wearing good attendance badges, the albums of certificates of merit and in their readiness to speak about their achievements. The school provides experiences away from home, at a farm and on residential trips. There are not yet sufficient opportunities to promote community cohesion through exploring culture and life around the wider world, however.

There is a range of partners who engage with pupils and enrich their education, such as sports coaches from a local football team, music tutors, speech therapists and members of the local church. They help deliver the activities that ensure all pupils have equal opportunity to enjoy themselves and succeed. All pupils are enabled to progress satisfactorily, but there are still some inconsistencies in the provision for those with English as an additional language and more-able pupils who need to be challenged more consistently.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery with much lower than expected age-related skills. They make satisfactory progress and leave with attainment that is still below average. The recent re-organisation of staffing in the Early Years Foundation Stage is now driving improvement, particularly in the Reception Year, and children are beginning to make better progress in that year. Progress in Nursery is slower, however, because children take a long time to develop skills that allow them to access fully what is on offer. The outdoor provision is

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very limited and children do not always get the chance to explore larger toys and activities.

Indoors, there is a satisfactory mix of adult-led and child-initiated activities. In the Reception Year, children engage well with adults and are happy to participate, making choices about what they would like to do and who they want to play and learn with. Staff make well targeted interventions in both classes to ensure good behaviour and a harmonious learning environment. They have good understanding of the needs of the children and they ensure activities are stimulating and engaging, increasing in demand and challenge, as children progress into the Reception Year. Regular assessments ensure staff understand how well children are progressing, although this has been a concern in the past.

The new leadership of the Early Years has accurately reviewed and evaluated the provision and there is already an action plan to enhance outdoor provision and extend the range of learning activities offered. There are strong links with outside agencies and with parents and carers. The environment is secure and all staff vetting procedures have been carried out.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

An average proportion of parents and carers returned a questionnaire. The responses to parental and carer questionnaires were overwhelmingly positive about the school. Most parents and carers say they are happy about their children's education and that the teaching is good. A few feel that the school does not deal well enough with behaviour and that their children are not making enough progress. The inspection found that behaviour is satisfactory and that achievement is satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King George V 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	49	33	49	2	3	0	0
The school keeps my child safe	31	46	32	47	5	7	0	0
My school informs me about my child's progress	27	40	39	57	2	3	0	0
My child is making enough progress at this school	18	26	44	65	6	9	0	0
The teaching is good at this school	22	32	44	65	1	1	0	0
The school helps me to support my child's learning	22	32	40	59	5	7	0	0
The school helps my child to have a healthy lifestyle	28	41	35	51	4	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)	16	24	39	57	5	7	2	3
The school meets my child's particular needs	16	24	48	71	2	3	0	0
The school deals effectively with unacceptable behaviour	23	34	32	47	10	15	1	1
The school takes account of my suggestions and concerns	19	28	45	66	3	4	0	0
The school is led and managed effectively	21	31	41	60	0	0	0	0
Overall, I am happy with my child's experience at this school	23	34	41	60	3	4	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



27 January 2011

Dear Pupils

Inspection of King George V Primary School, West Bromwich, B70 6JA

Thank you very much for making us feel so welcome when we recently inspected your school. We found that your school gives you a satisfactory education. We also found that you are developing well as young people, caring for each other, getting to know and understand the many cultures represented at your school. You are friendly and kind to each other and we particularly liked how proud some of you are about your good attendance badges and certificates, showing the achievements you have made.

We have asked the school to do some things to make it even better. These are to ensure that they:

- improve your attendance by keeping in close contact with your parents and carers so they encourage you to always come to school
- raise your attainment by improving teaching across the school
- carry out more accurate assessments so you understand your progress
- plan your lessons so they always meet your needs and ensure all of you do as well as you can
- make links across subjects to help you understand better and to give you more chances to use literacy and numeracy in lessons
- improve the outdoor area and equipment in Nursery and the Reception Year.

You can help by going for a good attendance badge and always trying your best.

Yours sincerely

Carolyn Carnaghan

Lead Inspector

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