

Grendon Junior and Infant School (NC)

Inspection report

Unique Reference Number	103205
Local Authority	Birmingham
Inspection number	376846
Inspection dates	19–20 October 2011
Reporting inspector	Michael Farrell

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	265
Appropriate authority	The governing body
Chair	Roger Green
Headteacher	Christine Pyke
Date of previous school inspection	11 June 2009
School address	Grendon Road Kings Heath Birmingham B14 4RB
Telephone number	0121 474 2460
Fax number	0121 430 6731
Email address	enquiry@grendon.bham.sch.uk

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 123 4234, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed, taught by 11 teachers. Meetings were held with staff, parents and carers, partners to the school, pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at various documents including safeguarding policies, data on pupils' progress and the school's development planning. They scrutinised 113 questionnaires from parents and carers along with those from staff and pupils.

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

- Inspectors looked at pupils' attainment and progress in writing, the consistency and effectiveness of strategies to improve progress and the effectiveness of the school's oversight of this.
- They considered the effectiveness of information and communication technology provision and the impact of this on pupils' progress, including its application in other subjects.

Information about the school

This is a larger than average primary school. The Early Years Foundation Stage provision comprises Nursery and Reception classes. Most children attend part time in the Nursery. The majority of pupils are from White British backgrounds, although 12 different ethnicities are represented within the school. Most pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils the school has identified as having special educational needs and/or disabilities is above average. A children's centre adjoining the school was inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that is led and managed well by the headteacher, who conveys a clear vision and direction, and is supported very well by senior staff. The governing body and staff are at one in striving to raise standards and doing the best for pupils. Teaching and assessment are good. Trusting relationships and interesting activities in lessons stimulate pupils to try hard. The curriculum meets pupils' needs well and excites their imagination, for example, by using visits and visitors and topics to make learning relevant. Tightly coordinated care, guidance and support contribute strongly to pupils' feelings of self-worth. The way the school cares for and supports those pupils and their families whose circumstances make them vulnerable is especially strong. Individuals and groups of pupils make good progress in all key stages and achieve well, reaching broadly average standards by the time they are ready to leave school. In lessons and around the school, behaviour is good and pupils are polite and interested in others. A pupil encapsulated what inspectors observed by saying, 'We learn about each other and we respect each other'.

Pupils learn about and enjoy information and communication technology mainly in the school's computer suite and build their practice and understanding systematically. They have less opportunity to apply their skills and knowledge in other lessons across the curriculum. Teaching is good overall, but in some lessons, the pace does not always ensure pupils are learning at their best. For example, parts of lessons where the teacher is speaking to the whole class are sometimes too long so that pupils begin to lose concentration and progress is slowed where this occurs. The school has worked effectively to improve writing and it has been a strong focus for the governing body and staff. This has been translated into consistent and effective practices such as emphasising the importance of writing in lessons, providing individual help where necessary, and building interest in writing through linking it with practical activities and visits which pupils have enjoyed. Supported in this way, pupils make good progress in their writing and take pride and pleasure in it.

The school's self-evaluation, systematically and carefully developed with the governing body and staff, is well considered, realistic and very accurate. This is because the effective systems of assessment and reviewing practice tell the school very early if progress is not as good as it should be, enabling staff to act quickly to get progress back on track. Since the previous inspection, the school has improved its curriculum and pupils' progress from satisfactory to good. This, coupled with the staff's high motivation and keenness to do even better, give the school a good

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

capacity to improve further.

What does the school need to do to improve further?

- Embed planned opportunities to apply information and communication technology skills and knowledge across the curriculum.
- Ensure the pace of lessons is always appropriate to achieve pupils' best learning and progress.

Outcomes for individuals and groups of pupils

2

School data and local authority information indicate children's attainment on entry to the Early Years Foundation Stage is well below national expectations. All groups, including boys and girls, pupils from different ethnic backgrounds, and those who speak English as an additional language make good progress and achieve well. This is because work in class is pitched at the right level, and interventions such as individual mentoring are made as necessary. Pupils with special educational needs and/or disabilities make good progress because their support is well co-ordinated. In a literacy lesson for younger pupils about recounting a series of events, pupils made good progress and achieved well because the lesson built well on a trip to a castle the previous day. The good lesson structure included refreshing pupils' memories by pictures and providing key words to enable them to recount and write about the events in order. Pupils enjoyed the activity, tried hard and behaved well because they responded positively to the teacher's praise and the well-judged support of the teaching assistant. Older pupils progressed well in a lesson about fractions and prime numbers because it was well planned and the learning objectives were fully explained. Relationships were warm and good use was made of well-chosen questions to clarify points where pupils needed further help.

Pupils' completed questionnaires strongly indicated that they feel safe and parents and carers are confident about their children's safety. Pupils say there is very little bullying and they can approach a member of staff if they are upset about anything. They respond well to safety issues covered in the curriculum and are aware of the importance of internet safety. They enjoy the range of learning opportunities provided and parents and carers confirm this. Pupils are aware of the need to live healthily, participate in a wide range of physical activities, and are proud their gardening produce is cooked in school. They are eager to take proficiency tests so they can cycle to school. Pupils are aware of ecological issues, shred paper and try to save electricity. A high percentage of parents and carers feel their children are encouraged to adopt a healthy lifestyle. Pupils are enthusiastic about being playground monitors and older ones help in the running of the school office as 'office ambassadors' sorting documents, counting money and carrying messages. Trained Year 6 pupils support younger ones with their lunchtime games. The active school council has introduced a bicycle shed, monkey bars, and recycling bins. It has made

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

lunchtime snacks healthy and has nominated charities to support. Pupils have sent harvest parcels to a homeless shelter and participated in 'pyjama days' and a French day to raise funds for charities. Attendance is average and improving and would be above average if not for a very small number of persistently absent pupils. Satisfactory workplace skills relate to pupils' attendance and their average attainment. These skills are encouraged by many opportunities to gain experience of work, such as selling 'smoothies' to raise money. Pupils grow in confidence and self-esteem in their time in school. Their moral sense shows in their care for the environment, and 'target boards' for effort and behaviour help them recognise the consequences of their actions. Visits and visitors enhance pupils' good social development and they value the many cultures in the school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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

How effective is the provision?

Good lessons and some satisfactory and outstanding lessons were observed during the inspection but the teaching is predominantly good, as shown by progress data and by the school's own thorough observations. Strengths of teaching include warm relationships between staff and pupils, effective management of behaviour through a wide variety of strategies, and teachers' good subject knowledge. Teaching assistants provide strong support and work harmoniously with teachers. Topic work is used effectively to motivate pupils and considerably enhances their enjoyment of lessons. A range of questioning techniques is skilfully used to assess pupils' understanding of what is being taught. Pupils are kept fully aware of the learning objectives of the lesson and their own targets for learning.

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

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

The good curriculum meets the needs of all pupils well. The approach to the curriculum, including ‘wow’ days to provide an exciting start to projects, helps to ensure activities are imaginative and allows pupils ample opportunities to broaden their knowledge and understanding. Provision across the curriculum for literacy and numeracy is effective and focus events, such as ‘My money week’, further consolidate this practice. Enrichment opportunities abound, with clubs including fencing, dance and chess, and a good range of visits and visitors such as the Royal Ballet, which are thoughtfully planned to enhance the curriculum. Good practice is evident in assessing and tracking pupils’ progress in different subjects.

Parents and carers are very confident their children are safe and most pupils say they feel safe in different areas of the school and throughout the day. The environment is welcoming and playground monitors help collect any litter and keep the surroundings tidy. Attractive displays enhance this welcoming ethos and staff are open in their communications with parents and carers. Links with the children’s centre are productive and transition arrangements with local secondary schools are very well developed. Strong support is provided for pupils and their families whose circumstances make them vulnerable. For example, the school arranges funding for respite holidays and works very closely with a range of external partners to extend the support available. Support for attendance is tirelessly provided through careful monitoring and comprehensive strategies of encouragement. There are striking examples where the school’s interventions have had a powerful positive effect for individual pupils. Close work with other agencies is very tightly co-ordinated to help support pupils very well. A weekly homework club enables pupils to catch up on any missed work.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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’s very clear vision and sense of direction, strong strategic planning by the senior leadership team, and the involvement of all staff and the governing body communicate high expectations effectively to all. This gives the school a forceful sense of purpose. A robust and rigorous system of monitoring and evaluating teaching and learning, including thorough and accurate lesson observations, exerts a powerful impact on outcomes for pupils. Detailed minutes vividly convey the thoroughness with which the governing body interrogates the school. Its members provide a wide range of skills to effectively hold the school to account and have

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

strongly and successfully focused on raising standards. As a result, the good governance and leadership of senior staff have led to pupils’ good achievement. Parents and carers in their questionnaires and in a face-to-face meeting expressed very positive views about the way the school supports and forges links with them. They are happy with their children’s education, are confident that the school takes account of their suggestions, and that staff keep them well informed about their children’s progress.

Strong links are co-ordinated very well by the school across a wide range of partners including social services and the health services. The school promotes safeguarding well. The site is secure and effective policies and procedures are followed very seriously. The school is acutely aware of the great importance of this area and parents and carers are confident about their children’s safety, for example, through the care the school takes in receiving and handing over children at the beginning and end of the school day. Equality of opportunity is promoted effectively and the school acts vigorously on any indications that pupils are not progressing as well as they should be. Bullying and signs of discrimination are rare and the school has good procedures to resolve any issues that arise. Community cohesion is promoted well, especially in its local and international aspects. The school thoroughly takes into account pupils’ different backgrounds and follows this up with carefully co-ordinated and evaluated planning. It has promoted links with schools in Spain, Nepal, Turkey and elsewhere and holds a ‘global citizenship day’. It successfully encourages pupils to fully participate in the school as a community and the local area, including through visits and fundraising.

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	2
The effectiveness of the school’s engagement with parents and carers	2
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	2

Early Years Foundation Stage

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

During their time in this phase, children make good gains in their learning and their attainment is approaching national expectations by the end of the Reception year. They make particularly strong progress across all areas of personal, social and emotional development. Secure and well-moderated assessment judgements covering all areas of learning and development enable the school to keep very careful track of progress. Children are able to choose for themselves and even the youngest understand the clear routines. The good teaching engages children’s interest and imagination. Activities are skilfully planned. For example, a writing activity of creating a poster was linked to a farm visit the previous day. The well-equipped and inviting environment includes a popular outdoor area that imaginatively supports learning, as when the children enjoyed a treasure hunt in which they discovered parcels and counted them.

Great care is taken with keeping children safe and staff provide very good care and support for the children, for example, with secure routines at the beginning and end of the school day. Systems for monitoring the progress and well-being of children ensure they get the best support and that their learning needs are met. Leaders have a secure and clear understanding of the outcomes and provision and how to improve them further. Adults are effectively deployed so as to contribute to the team’s strong sense of purpose. Resources are used well. Effective links exist with parents and carers, for example, in the ‘play and learn’ workshops which help them to support their children’s learning. All this contributes to the provision being good overall.

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 high level of questionnaire responses from parents and carers and these were very positive. Where parents and carers raised individual points or concerns in their questionnaires, these were discussed in general terms with the school. In face-to-face meetings, parents and carers animatedly expressed their deep appreciation for the school. Some concerns were expressed about the behaviour of a very small minority of pupils. Inspectors looked at behaviour and found that it was good in lessons and throughout the school. The school recognises the importance of parents and carers being able to discuss any concerns they have about behaviour and leaders are open to following up any such individual matters as and when they arise.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Grendon Junior and Infant School (NC) 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	67	25	27	4	4	1	1
The school keeps my child safe	66	70	28	30	0	0	0	0
The school informs me about my child’s progress	57	61	34	36	2	2	0	0
My child is making enough progress at this school	50	53	42	45	1	1	0	0
The teaching is good at this school	51	54	38	40	0	0	0	0
The school helps me to support my child’s learning	53	56	40	43	1	1	0	0
The school helps my child to have a healthy lifestyle	58	62	33	35	3	3	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)	41	44	36	38	6	6	1	1
The school meets my child’s particular needs	50	53	38	40	4	4	0	0
The school deals effectively with unacceptable behaviour	49	52	39	41	4	4	1	1
The school takes account of my suggestions and concerns	42	45	44	47	4	4	0	0
The school is led and managed effectively	37	39	50	53	1	1	0	0
Overall, I am happy with my child’s experience at this school	58	62	32	34	4	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



21 October 2011

Dear Pupils

Inspection of Grendon Junior and Infant School (NC), Birmingham, B14 4RB

It was a great pleasure to meet you when my colleagues and I inspected your school recently. Thank you for showing us your work and talking to us. You told us about the many activities you like, including the after-school clubs. It was also very clear to us how much you enjoy school from the questionnaire you completed.

Yours is a good school. It is very welcoming and you are very proud of the school. It is led and managed well. Teaching, the curriculum activities and the way the staff care for you are all good. You behave well and try hard in lessons so that you make good progress in your studies. You develop well in areas such as being healthy because of the way the school encourages this. The very youngest children learn and develop well because of good provision.

There are two things the school could do better so I have asked the staff to:

- make sure you have more chances to use computers and other similar equipment in lots of other lessons so you learn how to put your skills into practice
- move lessons along at the best pace to help you learn as much as you can.

You can help in this by trying your hardest when you have the opportunities to work on computers and other equipment and by continuing to do your best in lessons.

Thank you again for the warm way you welcomed us. I wish you well for the future.

Yours sincerely

Michael Farrell
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 123 4234, or email enquiries@ofsted.gov.uk.**