

# Fibbersley Park Primary School

Noose Lane, Willenhall, Walsall, WV13 3BB

**Inspection dates** 19–20 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and children

### This is an outstanding school because:

- Children enter the school well below average for their age and leave having made above average progress, and attaining significantly above average levels.
- Children in the Early Years Foundation Stage quickly develop a wide range of skills and are prepared exceptionally well for their next stage of learning.
- The children enjoy their work, participate fully in lessons and learn very well across all subjects in a very pleasant environment, where the emphasis is on children succeeding.
- All children, including those who are eligible for pupil premium, make outstanding progress.
- Outstanding teaching over time ensures that children are encouraged in what they learn and are supported through the dedication of all staff to exceed expected progress.
- All staff have high expectations, reflected in the high quality of their assessments of children's work, and this is apparent throughout the school.
- Children's behaviour and attitudes are exemplary in lessons and around the school. Children feel safe and speak highly of the school.
- The leadership and management of the school are of the highest order, creating a safe, high-quality learning environment where the quality of teaching and learning and the progress of children are the main aims.
- Monitoring of all aspects of the school is thorough and leads to a very good plan of how it intends to develop.
- The headteacher leads the school strongly so that there has been a consistent increase in the success of children over the years since its last inspection.
- There is a consistent focus on improvement through the monitoring of performance and the provision of staff development as part of performance management.
- The very strong curriculum engages the pupils and makes their learning enjoyable.
- Children's spiritual, moral, social and cultural development is supported by a wide range of musical and artistic opportunities, as well as activities such as Forest School and residential visits.
- The governors provide excellent levels of challenge to the school, helping to ensure it meets all requirements.

## Information about this inspection

- Inspectors observed 20 lessons, of which seven were joint observations with senior leaders. In addition, a number of other short visits were made to lessons and groups.
- Meetings were held with two groups of children, the Chair of the Governing Body, senior staff and teaching staff.
- A sample of children, from all year groups, was heard reading by the inspectors.
- Children’s work, assessment records, safeguarding records, school documentation, including anonymised performance management records, were scrutinised by the inspectors.
- There were eight responses on the Parent View website but questionnaires from over a hundred parents were also seen, as well as responses from a questionnaire for staff.

## Inspection team

Graham Pirt, Lead inspector	Additional Inspector
Wendy Marriott	Additional Inspector
Sean Thornton	Additional Inspector

## Full report

### Information about this school

- The school is a larger-than-average primary school and numbers have remained consistent since it formed in 2007 from the merging of three primary schools.
- There is a smaller proportion of children identified as disabled or with special needs, including school action, school action plus and statemented, than found nationally.
- A smaller proportion of children are from minority ethnic backgrounds than is found nationally and these children are mainly from White and Black Caribbean and Indian backgrounds. There are no children at the early stages of learning English.
- The proportion of children qualifying for free school meals is above average.
- Just over one quarter of the pupils qualify for the pupil premium.
- The headteacher is a Local Leader in Education and the assistant headteacher, responsible for Early Years Foundation Stage, provides support to other schools.
- The school meets the current floor standards for attainment.

### What does the school need to do to improve further?

- Attendance is now slightly above the national average but needs to be improved so that it is well above the national average by:
  - increasing the requirement on families not to take their children from school for holidays
  - increasing liaison with families where there is a reluctance to send children to school.

## Inspection judgements

### The achievement of pupils **is outstanding**

- Many children enter Nursery with skills, knowledge and understanding well below what is expected for their age. They make exceptional progress across the Early Years Foundation Stage so that a large majority are at the expected level for their age at the start of Year 1, giving them a secure start to the next steps in their learning.
- In Years 1 and 2 the rate of progress children have made in the Early Years Foundation Stage continues so that the number achieving, or exceeding, the progress expected throughout these years is significantly greater than found nationally. This excellent progress is maintained and increases throughout Key Stage 2, so that by the time children leave the school both the levels they attain and the progress they make is significantly above those found nationally.
- The on-going progress and high levels of attainment are reflected in the very good assessments used to track the children's work throughout the school so that learning is applied and spread across the school and subjects, particularly in English and mathematics.
- The progress and the levels that the children achieve have increased in each of the past four years, maintaining levels significantly higher than the national average. This also includes children identified with special needs or disability as well as those of minority ethnic backgrounds and those who qualify for free school meals.
- Children develop very good skills in reading and report that the help they get encourages them to read more widely at home. Year 1 children have a good knowledge of key words and use phonic strategies, and in Year 2 they are using this knowledge to self-correct. By the time they are in Year 6, pupils are reading widely and selecting their own books by a variety authors.
- Children make outstanding progress in all subjects across the school. As well as English, mathematics and science, they show exceptional levels of success in music, art, physical education and in their personal development.

### The quality of teaching **is outstanding**

- The quality of teaching over time is outstanding. This is shown both in the monitoring records of teaching conducted by senior staff, whose judgements were corroborated with inspectors during joint observations, and the inspection itself where almost half of lessons seen were judged outstanding.
- Teachers set very high expectations that children will participate to the best of their ability and this is seen both in lessons and in children's books where marking and assessments give clear guidance to children about the standard of their work and what they need to do to improve.
- In the Early Years Foundation Stage, the creative learning opportunities planned by the teachers are based on detailed assessments of individual need and potential. There is a firm and clear direction set that influences the whole team, as well as other local schools through a school-to-school coaching programme.
- The very best teaching in Key Stages 1 and 2 is highly successful because:
  - work is very well matched to the needs of the children
  - lessons are well planned, structured and resourced
  - there is good use of phonics in a systematic way
  - the management and organisation of class groups are of the highest order
  - there is a clear understanding by all staff of what children are expected to learn
  - teachers encourage children to think deeply and not just accept the first answer
  - children are highly involved in their own learning and self-assessment and in meaningful activities that maintain their interest
  - there are many opportunities for independent and small group activities

- children enjoy their learning.
- The dissemination of the very best teaching practice to other staff contributes to the overall quality of the teaching.
- The teaching provides many opportunities to develop spiritual, moral, social and cultural awareness of children through the encouragement of small group work, the content of the lessons and the positive working environment created.
- Teachers have very good subject knowledge which they use to plan lessons that extend children's learning, addressing any misunderstandings. There is an emphasis on literacy, and particularly writing, which has a very positive impact.
- Children understand what they have to do to improve their work and this is helped by the target sheets that they themselves have matched to their learning needs.
- The support staff in classes provide excellent input to enable children to learn, working in partnership with the teachers who report that they have time to plan with these staff and provide coaching.

### **The behaviour and safety of pupils are outstanding**

- Children's attitudes to work, other children in the groups and staff are excellent. Children engage in work enthusiastically and are happy to talk about what and how they are doing.
- Attendance is now slightly above average following good work by the school, but staff aim to improve this.
- Very few parents provided information on Parent View. The school issued a paper copy of the Parent View questionnaire and, of over a hundred responses, an overwhelming majority felt that behaviour was good in the school.
- Inspectors found the children to be extremely polite, well mannered and friendly and saw no examples of unacceptable behaviour either in classes or in the playground.
- Children are confident that they behave well and that others do as well, reporting that lessons are not disturbed by anyone because lessons are fun. They report that there is no bullying but are confident that they would be supported if there were problems. They are confident that all religions and cultures are respected.
- Children are positive about the steps that the school takes to keep them safe. They demonstrate great knowledge about safety using the internet, mobile phones and in emails. Responses from staff and parents support this view.
- There are good opportunities for children to contribute to school life and they report that they like having responsibilities such as being house captains, librarians, playground leaders, having a school council and helping to raise funds.
- They say that the residential visit to Bryntysilio is 'amazing' and makes them independent, enjoying the fact that 'there is no TV or phone'.

### **The leadership and management are outstanding**

- The headteacher provides vision, direction and drive to this very successful school. Her main emphasis is in creating the highest quality teaching to provide the greatest opportunities for children to succeed.
- The very effective team of assistant headteachers share this vision and follow it in their own areas of responsibility, helping to achieve it by:
  - being responsible for their own teams and liaising with others
  - the provision of personal and professional development opportunities
  - being an effective team with good communication focused on children's achievement.
- Monitoring all aspects of the school in relation to children's achievement is very thorough. This results in a detailed action plan from which a summary is shared with parents.

- The performance of all staff is monitored and is being modified to reflect the requirements of the new Teachers' Standards. The process leads to clear targets and support if needed. The headteacher's performance management is linked to whole-school development and agreed with governors and a local authority representative. Financial promotion is not automatic but relies on performance.
  - The curriculum provides a well-balanced, engaging and challenging base for children's learning, presenting very good opportunities for children's spiritual, moral, social and cultural development. Older children's writing reflects deeply on their beliefs and aspects of the lives of others suffering disease and disaster, as well the impact of 'seeing new life when we watched the chickens hatch, which was awesome'.
  - There are strong partnerships with local businesses that have benefited the school and pupils.
  - There is a history of improvement since the school was formed in 2007. Year-on-year improvements in the quality of teaching and the outcomes for pupils are strongly evident and the drive of the headteacher and all staff shows the capacity for this to be maintained.
  - All staff are trained in child protection, which is included in the induction process. Statutory checks on the suitability of staff to be employed are all in place and well managed in conjunction with the local authority.
  - **The governance of the school:**
    - The governing body provides outstanding support through its involvement and the challenge it presents in holding the school to account.
    - The Chair of the Governing Body shows a deep, informed knowledge of the school's performance and there is a well-founded structure, including a group formed specifically to address the issue of attendance.
    - Records indicate challenges to the school by the governing body to ensure that children are safe and that an issue about slower progress in a particular year group led to an increase in provision and improvement.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that children are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Children are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its children an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134801
<b>Local authority</b>	Walsall
<b>Inspection number</b>	403663

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of children</b>	3–11
<b>Gender of children</b>	Mixed
<b>Number of children on the school roll</b>	454
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Coughlan
<b>Headteacher</b>	Joanna Austin
<b>Date of previous school inspection</b>	5-6 February 2008
<b>Telephone number</b>	01902 366220
<b>Fax number</b>	01902 369130
<b>Email address</b>	postbox@fibbersleypark.walsall.sch.uk

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