

Guns Village Primary School

2 Hanbury Road, West Bromwich, B70 9NT

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children join the Nursery and Reception classes with limited skills and knowledge. Their good and improving progress prepares them well for Year 1.
- Older pupils also make good progress due to good teaching, and reach broadly average attainment in English and mathematics by the end of Year 6.
- Pupils' behaviour in lessons is generally good. They interact with each other well, and have good relationships with their teachers.
- Pupils feel safe in and around the school, and have a good understanding of what constitutes safe and unsafe situations and practice.
- The staff promote pupils' spiritual, moral, social and cultural development strongly through the different subjects and pupils' work is proudly displayed across the school.
- Since the last inspection, the leadership team, teachers and governors have improved achievement and teaching, particularly in the Early Years Foundation Stage and Key Stage 2.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- In a very small number of lessons, particularly in Key Stage 1, teachers do not make the best use of time or demand enough from the most able pupils.
- Teachers' checking and marking of pupils' work are not always helpful in showing them how to move to the next level.

Information about this inspection

- The inspection team visited 20 lessons, observing 15 teachers. Three lessons were observed jointly with senior leaders. The team also conducted a series of brief observations of learning in classrooms and around the school.
- Members of the inspection team had lunch with the students and discussed their views about the school. They also spoke to parents as they collected their children from school.
- Meetings were held with groups of students, governors, the senior and middle leadership teams and staff.
- Inspectors took account of the 14 responses to the online questionnaire (Parent View) and the school’s analysis of its own questionnaire responses.
- They observed the school’s work and looked at improvement plans, records and analyses of students’ behaviour, the tracking of students’ progress and examples of students’ work. They looked at the school’s attendance figures and monitoring information.

Inspection team

Raymond Lau, Lead inspector

Additional Inspector

Peter Bailey

Additional Inspector

Susan Tabberer

Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school.
- The proportion of pupils from a minority ethnic heritage is above average. One third of the pupils are from a White British background. Two thirds of the pupils speak English as additional language.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals, looked after by the local authority or from families with a parent serving overseas in the armed forces) is above average.
- The proportion of pupils supported by school action, school action plus or a statement of special educational needs is below average. Some of these pupils have behavioural, emotional and social difficulties. Some others have speech, language, communication, needs and/or moderate learning difficulties.

What does the school need to do to improve further?

- Make more teaching outstanding and reduce inconsistencies, particularly in Key Stage 1, by:
 - making sure that the activities set in lessons are demanding, interesting and imaginative for all learners, particularly the most able pupils, in order to accelerate pupils' progress
 - keeping teachers' explanations short and giving pupils regular opportunities to develop, apply and consolidate their knowledge and skills
 - making sure that pupils, especially in Key Stage 1, do not spend too long sitting on the carpet, so they can move on to productive lesson activities more quickly.
- Improve the effectiveness of assessment by making sure that teachers:
 - mark work consistently well, providing good-quality feedback and identifying the next steps for pupils' development
 - give pupils examples of best practice, so they know what to aim for
 - check that pupils respond to the feedback and know precisely the level they are working at.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery class with knowledge and skills that are significantly lower than those expected nationally for their age. In an observation of the Nursery class, children made rapid progress in high-quality activities that developed their social and communication skills, building their confidence in working well together. The teachers skilfully encouraged children's excitement in exploring and being very creative in their chosen activities.
- In Reception, children continue to develop their knowledge and skills well. They cooperate and work together exceptionally well with each other and the adults. Children are given many opportunities to learn independently, and by the time they leave the Early Years Foundation Stage, their knowledge and skills are closer to what is expected for this age group.
- In Key Stage 1, attainment has varied and is stronger in mathematics than in writing. Attainment in reading is improving because pupils are pleased and enthusiastic to read at home and in school. In the 2012 screening assessment attainment was below average. As a result of better teaching, current achievement shows that the picture is improving, especially in Year 1.
- In Key Stage 2, attainment has continued to improve, and standards are broadly average by Year 6. This presents good achievement. Progress in writing, reading and mathematics is now strong. White British pupils make good progress similar to pupils from a minority ethnic background. More-able pupils do well overall, although they are not consistently stretched in lessons.
- Disabled pupils and those who have special educational needs make good progress, particularly those who are supported at school action and school action plus. Clear identification of pupils' needs and well-focused support and guidance contribute to the progress being made.
- The school has invested in good resources and strategies to support those eligible for the pupil premium and help to close the attainment gap compared to other pupils. This includes the employment of specific support staff to work exclusively with eligible individuals and groups of pupils. As a result, these make similar good progress to their classmates.

The quality of teaching is good

- Teaching is typically good or better, especially in the Early Years Foundation Stage, Years 3, 5 and 6. Teachers share their planning so that activities meet the needs of most learners across the year groups. Strong relationships between staff and pupils lead to a positive climate for learning in most lessons.
- Wall displays in classrooms are attractive, and teachers refer to them well to stimulate pupils and give them a focus for thinking more deeply and reflecting on their work and responses. The teachers explain work clearly, and respond quickly by modifying tasks when pupils make mistakes.
- In most lessons, skilful use of questions helps pupils to improve their understanding. Teachers adapt tasks and activities when observing pupils and correct any misunderstandings as the lesson progresses. Most pupils are actively involved and keen to do well. Support staff are used well to help the full range of abilities to succeed, including disabled pupils and those who have

special educational needs.

- A very small proportion of teaching is outstanding. In a Year 3 class, pupils were learning to write interesting stories for a purpose. The teacher planned very well-structured activities that met the needs of all the learners, using the senses to enhance their knowledge and skills exceptionally well. Because of excellent relationships, resources and use of time, pupils were highly engaged throughout the lesson and made exceptional progress. Some outstanding teaching was also seen in the Nursery class.
- In a very small number of lessons where teaching requires improvement, there are some common characteristics. Teachers give lengthy explanations, resulting in some pupils becoming passive or starting to fidget. Their questions are not focused enough to make pupils think carefully about their answers, or to develop their speaking skills. In some cases, pupils have few opportunities to work together, so they do not strengthen their skills in communication and cooperation.
- Another feature of the weaker lessons is that the more-able students are not consistently challenged. In particular, in Key Stage 1, where children are seated on the carpet for long periods of time, they listen to the same explanations, irrespective of their starting points, and this slows the progress of the more able pupils. Some boys are occasionally not involved enough in the weaker lessons because the style of teaching does not always suit their ways of learning.
- The effectiveness of feedback and marking varies across the school, and so pupils know their targets but do not know the level they are working at. Some examples of 'best practice' show pupils what they need to do improve in their work, and some marking is detailed, including in the themed approaches to learning. This shows pupils what they need to do next, and the tasks to consolidate their learning. The information communicated to pupils verbally is usually stronger than written feedback.

The behaviour and safety of pupils are good

- Pupils are polite and friendly to staff, visitors and generally to each other. They manage their behaviour well. Pupils demonstrate good self-discipline, as most live up to the school's high expectations particularly in lessons. On a very few occasions, pupils fidget or chat when teaching does not demand their full attention.
- Pupils know and understand the school's rewards and sanctions. The system of rewarding children for 100% attendance with vouchers has successfully raised attendance to average. The number of children deemed persistently absent is being reduced through the school working with parents and carers.
- The school has successfully integrated pupils from other schools. It gives these pupils the opportunity to become successful in their learning and as part of the school community.
- A very small number of parents are concerned about behaviour and safety. However, pupils say that they feel safe and that behaviour is good. They understand the different levels of consequences of the behaviour system. Pupils also report that bullying occasionally occurs, but this is tackled well by the staff. The school conducts annual surveys and has positive responses in these areas.
- Pupils understand what constitutes safe and unsafe situations. They have a good understanding of internet safety. Through the school council, pupils make suggestions for improving the school.

They are proud of the high quality of displays, and show their level of commitment in supporting and helping each other.

The leadership and management are good

- The senior leaders provide strong direction in improving the school. Together with the key stage leaders, they are making improvements to the quality of teaching and the tracking and monitoring of pupils' achievement. Since the previous inspection, achievement has risen and the quality of teaching has improved, particularly in the Early Years Foundation stage and Key Stage 2.
- The school has a broadly accurate awareness of its strengths and weaknesses, and the development plan is very detailed with lots of success criteria and actions.
- The school has used pupil premium funding on additional support staff working with targeted groups, the special 'nurture' provision that meets the needs of individuals and resources, to enable the good achievement of this group. It also supports these pupils financially so they can go on school trips.
- The local authority has provided effective support in developing the teaching and the leadership and management of the school.
- The quality of teaching is checked regularly by the key stage leaders, supported by the senior leadership team and backed up by suitable training and coaching. These observations are focused appropriately on the impact of teaching on pupils' learning, but not precisely enough on different groups of pupils. Appropriate targets are set to raise teachers' performance.
- The way subjects are taught promotes reading, writing and mathematics with great effect. It meets the needs and interests of the pupils. Pupils' spiritual, moral, social and cultural development is well planned for across the school. An observed Key Stage 2 assembly on the theme of 'giving at Christmas' enabled polite, well-mannered pupils to reflect and consider the principles of the festival; it included singing *Silent Night* in German.
- Subjects are linked together well in topics. A study by Year 6 pupils on the Second World War linked English, drama and history effectively through imagining life as an evacuee, building experience and historical facts. This was subsequently linked to writing with a purpose. Different faiths and cultures are celebrated and topic work is proudly displayed. A good range of external partnerships supports the school's activities, including a local secondary school providing opportunities in sport. .
- The school is committed to involving parents and carers more in its work. The most recent annual survey of parents' views shows that the overwhelming majority are positive. Nevertheless, a minority of the 14 parents and carers express dissatisfaction regarding the running of the school in response to the online questionnaire (Parent View). The school leaders and governing body are attempting to resolve these difficulties in the best interests of the children. Leaders organise family learning opportunities, for example for parents to support their children in mathematics and these are well attended. The school has plans to further develop the involvement of parents and carers in their children's learning.
- **The governance of the school:**
 - The governing body provides good challenge and support, and it is committed to ensuring that all children receive a high-quality education. Governors clearly understand how well their

school is performing against similar schools, and have a good grasp of pupils' performance data. This informs their knowledge of the school's strengths and areas for development. They have a good understanding of the quality of teaching, as a governor is linked to each key stage to monitor the quality of teaching. The governing body monitors how well teachers are performing, and ensures that this is linked to promotion and pay rises. They have a good understanding of the school budget, including how the pupil premium funding is allocated and its impact. The governing body ensures that all national requirements, including for safeguarding, are met, and keep themselves suitably trained.

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 pupils 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. Pupils 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 pupils 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

Unique reference number	131178
Local authority	Sandwell
Inspection number	406415

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	490
Appropriate authority	The governing body
Chair	Nurjahan Khatun
Headteacher	Dawn Cooper
Date of previous school inspection	15 November 2010
Telephone number	0121 553 1427
Fax number	0121 525 1595
Email address	school@gvs.sandwell.sch.uk

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