

Little Bloxwich CofE VC Primary School

Grenfell Road, Little Bloxwich, Walsall, WS3 3DL

Inspection dates 30–31 January 2013

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

- Pupils achieve well. They reach the standards expected in reading and mathematics and all groups, including disabled pupils and those who have special needs, make good progress from their starting points.
- Teaching is good. Teachers provide interesting activities which challenge pupils and, because of this, pupils work hard and make good progress.
- Pupils' behaviour and attitudes are good and contribute well to their learning. Relationships and the level of respect across all groups are good, leading to a happy and purposeful school where children feel safe and know how to access help when needed.
- Leadership and management are good and are a strength of the school. There is clear ambition for the school to improve, and the headteacher's drive and determination are shared by all groups within the school community.
- Governors hold the school to account for its work. They monitor the quality of teaching carefully and ensure that staff appraisal and development leads to improving progress.
- Provision for pupils' spiritual, moral, social, and cultural development is a strength of the school.

It is not yet an outstanding school because

- Achievement in writing is not as good as it should be because pupils do not have enough opportunities to collaborate and explore ideas independently.
- Pupils do not have enough chances to extend their literacy and numeracy skills in other subjects.
- Pupils, particularly those who are more able, are not always challenged appropriately.
- Pupils do not have enough opportunities to assess the quality of their work and how they can improve it.

Information about this inspection

- The inspectors observed teaching in all classes and visited 24 lessons.
- Inspectors held discussions with pupils, parents, teachers, the headteacher, representatives of the governing body and a local authority officer. Account was taken of 43 responses to the on-line questionnaire (Parent View) and at the school's website.
- The inspectors looked at records of pupils' attainment and progress and heard pupils read. They looked at pupils' work over time, judgements made by leaders about the quality of teaching, and the training activities to bring improvement.
- They checked attendance and safeguarding records, records of exclusion, and the use of the pupil premium (additional funding provided by the government to support children who receive free school meals, are looked after children, or are part of service families).
- Plans for school improvement were examined against the self-evaluation of school leaders, the recent review by the local authority, and the areas identified for improvement in this inspection.

Inspection team

Lynne Bradbury, Lead inspector

Additional Inspector

David Beddard

Additional Inspector

Full report

Information about this school

- Little Bloxwich Church of England Primary School is part of the Lichfield Diocese. It is smaller than the average primary school.
- The proportion of pupils known to be eligible for free school meals (supported by the pupil premium funding) is above average.
- The proportion of pupils who are supported at school action is in line with the national average and those supported at school action plus or through statements of special educational needs is slightly below average.
- Most pupils come from a White British background, while the rest come from a range of backgrounds. Very few pupils do not speak English as a first language.
- The school does not use any alternative provision.
- The school meets the government's floor targets, which set minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Improve standards of attainment for 11-year-olds, particularly in writing, by:
 - using accurate assessments of pupils' work in all classes to plan learning activities which meet and challenge the learning needs of all pupils, but particularly those of higher ability, so that English and mathematics skills are promoted through all subjects.
- Improve the quality of teaching to raise achievement by:
 - ensuring that every child is engaged in learning throughout the lesson through extending partner talk and group talk, and practical experience at the appropriately challenging level
 - developing pupils' skills so that they are able to judge the success of their work, particularly in writing and topic work, understanding what they have achieved, what is not correct, and what their next learning steps should be.

Inspection judgements

The achievement of pupils is good

- Pupils join the school with knowledge, skills and understanding which are below average; they make good progress by the end of the Reception class.
- Attainment in reading and mathematics for children leaving the school at 11 years old is line with expectations, but below expectations in writing, taking account of their starting points.
- Attainment in reading and mathematics for seven-year-olds is now above expectations, after a long history of being well below average.
- All pupils, including those who are disabled and those with special educational needs, those from minority ethnic backgrounds or who speak English as an additional language and those who receive the pupil premium funding, make good progress.
- Reading standards are good across the school because this is an area of strong emphasis from the youngest age groups. Pupils develop fluency and a love of reading, and they talk excitedly about the books they have read and their favourite authors. For example, a pupil in Year 4 shared with the inspector his love of 'James and the Giant Peach' and was able to talk about the other books he had read by Roald Dahl. Other children joined in this conversation with great enthusiasm. Many parents support reading development well at home.
- The higher level skills of reading are not consistently applied to support learning across the curriculum and, particularly, in writing. Opportunities for using writing skills across other subjects are developing but not fully established across all age and ability groups.
- Work in the pupils' books shows that progress grows well out of prior learning. Work is dated and well presented, with a clear learning purpose. Where progress is most rapid, there is a clear match between the work and each pupil's learning needs.
- In mathematics, pupils apply their calculation skills well to solve a range of mathematical problems which generally challenge pupils appropriately. However, they do not always have the opportunity to explore and explain their own learning and to make judgements about how they are progressing.
- The average point score of pupils receiving the pupil premium funding is similar to that of their peers nationally and they make good progress in relation to other pupils. The funding provides opportunities for one-to-one tuition, extra small-group work, particularly in phonics (letters and the sounds they make), educational visits, and extra support for mathematics.

The quality of teaching is good

- All members of staff are well deployed to support learning and progress, and all display ambition, drive and high expectations for all pupils. Improvements in teaching are a reflection of the determination and drive of the headteacher in challenging and holding staff accountable for pupil progress.
- Good and sometimes outstanding teaching challenges all pupils at the correct level and ensures they make good or outstanding progress. This occurs particularly when rigorous assessment of next step learning needs are matched to high quality investigative work with partners and groups.
- In an outstanding mathematics lesson, higher ability pupils worked well with lower ability pupils, applying prior learning and sustaining effort, to work out difficult percentages together. The teacher used excellent questioning and assessment skills to reframe the activity throughout the lesson to take account of progress or difficulties.
- In the Reception class, staff ensure that excitement and motivation in a warm and happy atmosphere encourage children to learn and make good progress.
- Teaching assistants bring high level support and learning opportunities to pupils across the

age and ability range.

- The pace of learning slows when teachers do not match learning activities correctly to the pupils' abilities or when the focus is on what pupils will be doing rather than what they will be learning. This also occurs when teachers spend too long talking or instructing, with fewer opportunities for pupils to be actively engaged or to apply independent thinking.
- Learning is most rapid where English and mathematical skills are applied at the correct level of challenge in all subjects, engaging pupils in investigating, exploring and explaining their thinking.
- Good resources support pupils' learning well. Where interactive whiteboards and other information and communication technology were used during the inspection, they were effective in enabling pupils to make good progress. Where progress is most rapid, teachers mark work thoroughly and give feedback which shows children how to recognise what they have achieved and how to improve their work.
- There is a warmth and high level of care in relationships across all groups, which supports pupils in sustaining high levels of hard work and concentration.

The behaviour and safety of pupils are good

- Respect, happy relationships and a high level of care at all levels of the school community contribute to the effectiveness of good teaching, and support pupils' good achievement.
 - High expectations are set in the Reception class, where staff model good behaviour, relationships and attitudes to work.
 - Behaviour in and around the school and attitudes to learning support pupils' attainment and progress well. This is confirmed by the meticulous records kept by the school to ensure that pupils receive appropriate support if they encounter difficulties.
 - Attendance has fluctuated in the past, but is currently above average, reflecting pupils' and parents' commitment to school life. Absence is followed up immediately, and there are systems in place to encourage good attendance. Case studies show that children with very poor attendance or behaviour on entry to school have been supported to make good progress in learning, in their social development and in attendance.
 - Good behaviour in lessons ensures that pupils are able to sustain their efforts independently or in groups to investigate and solve problems. They are attentive and keen to engage in a range of learning opportunities. All staff are consistent in managing behaviour well to support learning.
 - Outside the classroom, pupils behave to a high standard, meeting expectations that they move around in an orderly manner. They are generally polite and respectful to each other, adults and visitors.
 - There are many opportunities for older pupils to support the learning or social needs of younger pupils. For example, older pupils act as playground buddies to help younger pupils to build good relationships.
 - Pupils are able to explain how they keep themselves safe. They understand the different types of bullying, including cyber-bullying, and how to deal with it, in or out of school.
 - Pupils are very proud of their school and talk excitedly about their learning and the opportunities beyond the normal school day. They are eager to engage in all activities and to take on leadership responsibilities such as school councillors and playground buddies.
 - Pupils say that there is very little bullying in the school and that if it does happen, staff deal with it very quickly and effectively.
 - Parents are generally very happy with the school. They are keen to share their satisfaction with all the activities of the school and to celebrate the standard of behaviour and safety. Few concerns about bullying were expressed.
-

The leadership and management are good

- Parents, carers, staff, governors and pupils recognise and celebrate the ambition and drive of the headteacher in raising standards across all aspects of the school's work. They share her vision for excellence for the school through pupil achievement, and support the measures she has taken to achieve this.
 - Leaders at all levels now set challenging targets for school improvement and use all resources to support achieving these goals.
 - Leaders use evaluation of the school's performance through the rigorous tracking of achievement and monitoring of the quality of teaching to target training and improvement activities, and then monitor the effectiveness of these measures.
 - The school aspires to having consistently outstanding teaching and all leadership activities are focused upon continuous improvement of teaching.
 - Programmes of support are well targeted and effective in addressing underachievement.
 - The history of low results in infant year groups, which undermined progress in the juniors, has been reversed because of the introduction of these activities, and pupils in these year groups now make good progress and achieve well.
 - Leadership activities have ensured that pupils in upper year groups have made good progress from their low standards at the end of the infant stage.
 - Accurate assessment of the needs of disabled pupils and those who have special educational needs are used to provide appropriate support so that they make good progress. Pupils in vulnerable circumstances receive targeted support which leads to rapid progress.
 - Leaders have ensured that the pupil premium funding is used to support those entitled to it and enable them to make good progress through one-to-one tuition, small group work, extra reading and mathematics support, and educational visits. Details of the use of this funding are explained on the school's lively and informative website.
 - The local authority provides light touch support for this good school.
 - Almost all parents and carers expressed great satisfaction with their children's progress, teaching, behaviour, and leadership of the school.
 - Safeguarding policies and procedures are meticulous and meet the current requirements for safeguarding and child protection.
 - Provision for pupils' spiritual, moral, social and cultural development promotes a whole-school approach and strong values which lead to a happy and purposeful school community.
 - Leaders' commitment to equal opportunities and to combating discrimination is shown by the good progress made by all groups, who work happily in order to learn together.
- **The governance of the school:**
- ensures a high level of challenge and support to hold the school accountable for its work. The governing body ensures that all leadership activities lead to improvement in teaching and, therefore in attainment and progress for all pupils. Governors take advantage of any opportunities for training, which means they are now able to effectively challenge the school and its performance. Governors ensure that all resources and policies are managed in a way which supports improvement for all pupils. They use their understanding of the link between staff performance and salary progression to support improvement well. The governing body effectively fulfils its statutory requirements with regard to safeguarding.
-

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	104222
Local authority	Walsall
Inspection number	400696

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Adrian Ball
Headteacher	Ellen Taylor
Date of previous school inspection	4–5 February 2010
Telephone number	01922 684301
Fax number	01922 683627
Email address	postbox@lit-bloxwich.walsall.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 2013

