



# Long Knowle Primary School

## Inspection Report

**Unique Reference Number** 104320  
**LEA** Wolverhampton  
**Inspection number** 277129  
**Inspection dates** 8 December 2005 to 9 December 2005  
**Reporting inspector** Martin Cole RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Blackwood Avenue
<b>School category</b>	Community		Wolverhampton
<b>Age range of pupils</b>	3 to 11		West Midlands WV11 1EB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01902 558985
<b>Number on roll</b>	237	<b>Fax number</b>	01902 558986
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs June Bowen
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mr Martyn Bidgood

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 8 December 2005 - 9 December 2005	<b>Inspection number</b> 277129
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size primary school serves an area of below average social and economic circumstances. Pupils start at the school with below average attainment. Most pupils are White British; all have at least a basic command of English. About one third of the previous Year 6 class who took the most recent national tests had learning difficulties or emotional and behavioural problems; this is a high proportion. However, the proportion of such pupils in the school as a whole is below average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school shows a satisfactory level of effectiveness and provides satisfactory value for money. The school agrees with this view. Children at the Foundation Stage (the Nursery and Reception classes) make good progress thanks to the good provision made for them, including very thorough assessment of their progress. In the main school, pupils are making the progress they should and attaining average standards. They are developing good attitudes to their work and enjoy their learning. Throughout the school, behaviour and attendance are good. Pupils and their parents feel positively about the school. The teaching and the curriculum are satisfactory overall. The use of information and communication technology (ICT) to support teaching and learning is a good feature. The planning of work to help pupils with learning difficulties is good and helps these pupils achieve as well as others. However, the matching of work to the needs of the most able pupils is sometimes inadequate. Marking and target setting give pupils insufficient understanding of how to improve in their work. Overall, leadership and management are satisfactory, with governors making a good contribution to keeping a check on the school's performance. However, subject leaders are not sufficiently active in checking the quality of provision in their subjects. The school has improved satisfactorily since the previous inspection and has a sound capacity for further improvement.

### What the school should do to improve further

- ensure subject leaders make more regular and rigorous checks on the effectiveness of the teaching and curriculum in their subjects
- provide consistently challenging work for the more able pupils, especially in science
- extend the recently introduced practices of target-setting and marking to show pupils exactly how to improve their work.

## Achievement and standards

### Grade: 3

Children start at the school with below average attainment. They make good progress during the Foundation Stage and go on to make satisfactory progress during Years 1-6. Recent results in the national tests in the summer of 2005 were average for Year 2 pupils. Year 6 results were average in English and mathematics but exceptionally low in science. When Year 6 test results are compared with pupils' earlier Year 2 test scores, pupils' overall progress was below average. In English progress was average, but below average progress in mathematics and science resulted mainly from the fact that a small minority of pupils who might have been expected to achieve the higher level of National Curriculum attainment did not do so. This was particularly marked in science. Fluctuations in pupil numbers and financial constraints meant that this year group was taught in a very large class between Years 3 and 6. About a third of the class had identified learning difficulties or, in a few cases, emotional and behavioural problems. The school targeted support on these pupils and consequently they made average progress. The school acknowledges that more able pupils were insufficiently

challenged, as results show. Substantial changes in the school have taken place over the last six months. There have been several staff changes, much improved management of mathematics and closer assessment of pupils' progress linked to planning of lessons. Up-to-date records of present pupils' progress, confirmed by examination of their present work in lessons and in exercise books, shows that pupils of all abilities are now progressing satisfactorily in mathematics and science and meeting or exceeding realistic targets based on their earlier attainment.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. They are well behaved and respectful of each other and adults. Pupils are encouraged to think sensitively about social and moral issues so that they develop a good sense of right and wrong. Pupils work well together and support classmates who are in need of help with their work. They say they feel free from problems such as bullying. Pupils clearly enjoy coming to school, as their keen response to lessons and optional activities shows. Their attendance is above average. The pupils are self confident and have responsible attitudes to learning. This enables them to contribute well to their own development and prepares them well for the next stage in their education. Pupils make a sound contribution to the school community. An active school council meets frequently and discusses school matters; it has instigated the purchase of playground equipment to encourage physical activity. Pupils demonstrate responsible attitudes to the wider community by raising substantial funds for national and international good causes.

Pupils understand well how to stay safe and healthy, for example taking advantage of supplies of fruit and milk and joining in the many opportunities for exercise.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In all parts of the school teaching is at least satisfactory and includes a number of good features. Teachers make lessons interesting and fun and adopt a brisk pace, which keeps pupils alert. They indicate clearly that they expect pupils to behave and work well and they give plenty of encouragement. As a result pupils enjoy lessons, concentrate well and try hard. Lessons are calm, orderly and happy events.

In the Foundation Stage, assessment of the children is especially thorough and well used to plan provision for individuals, with the result that children progress well. In Years 1-6 pupils' progress is systematically assessed and procedures are improving with closer tracking of progress throughout the year. This has begun to help teachers match the work more accurately to pupils' abilities and needs, particularly in mathematics. Teachers have recently begun to share precise individual targets with pupils so that they are beginning to acquire a better understanding of what they have to do to improve. This has developed best in English; further implementation is planned

to take place over the remainder of the school year. The marking of pupils' work does not consistently give pupils clear enough pointers on the next steps toward improvement.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall but with strengths in the planning of Foundation Stage work, in planning programmes of work for pupils with learning difficulties, in the use of ICT across the curriculum and in the range of extra elements that enrich the provision. A weakness of the curriculum is that work planned does not consistently provide sufficient challenge for higher attaining pupils, especially in science.

Introductory French, taught by a teacher from a partner secondary school, is much enjoyed by pupils in years 3-6. A wide range of extra-curricular activities, including many in sport, are taken up by a good number of pupils. There is a good number of educational visits and visitors. Both Year 2 and Year 6 pupils are able to take part in a residential visit. These visits are much valued by parents and pupils.

Good use is made of ICT to support teaching and learning across the curriculum. In Year 6, this is a most striking feature. Under a new pilot project, pupils are able to use their own personal hand-held computers to perform a very wide range of functions including reading novels, writing, taking photographs, creating graphic and multi-media presentations and accessing the Internet from their own desk. They sometimes take these instruments home for homework and parents can even record comments on them. Pupils' enjoyment and sense of independence and responsibility in their own learning is much increased by these opportunities.

## **Care, guidance and support**

### **Grade: 2**

All staff practise high levels of commitment to pupils' personal well-being, health and safety. There is thorough and early identification of pupils in difficulty with either learning or personal development and careful planning of relevant programmes to help them. Close cooperation with parents and external agencies gives good support to these provisions. Formal arrangements for safeguarding pupils and child protection are good and effective.

## **Leadership and management**

### **Grade: 3**

Overall, the leadership and management of the school are satisfactory and there are some areas of strength. The firmly held aims of the headteacher and senior colleagues, which all staff share, result in a good, caring ethos of positive attitudes and good relationships. This makes a happy, purposeful school where pupils develop well in their personal qualities, acquiring interest, enjoyment and confidence in their learning. Specific aspects of the school's work, including English, mathematics, ICT, the

Foundation Stage provision and the effective provision for those with learning difficulties, are led with enthusiasm. However, the procedures used by subject leaders to check the effectiveness of the teaching and curriculum in their subjects are not sufficiently regular or rigorous to identify weaknesses and remedy them with due urgency.

The school has improved satisfactorily since the previous inspection. Previous weaknesses in assessment have been addressed satisfactorily; there has been great improvement in ICT. Overall, the school has a sound understanding of its own strengths and of how it needs to improve. The views of pupils and parents, who are very appreciative of the school, are sought and taken into account. Governors take a keen and well informed interest in the school's performance and planning for improvement; they hold the school to account effectively. The school has a sound capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Long Knowle Primary School Blackwood Avenue Wednesfield Wolverhampton WV11 1EB

10 December 2005

Dear Pupils,

The inspectors who visited your school recently would like to say a big 'thank you' to you all. You were very friendly and we really enjoyed talking to you.

It was good to see how well you get on with your school work. You behave well and try hard. You get on well with each other and with the grown-ups. Long Knowle is a happy school. Many of you told us how much you enjoyed school. We noticed this when we came to some of your lessons. Your teachers make lessons interesting and fun. We also noticed that all the school staff give you lots of help and look after you really well. This is just what you told us.

We have said that we think your school is giving you a satisfactory education. However, we have suggested some ways the school could help you learn even more. We have asked the teachers to check more carefully that what they teach you is helping you as much as it should. We think that some of you find your work a little too easy and that you should be given harder work. We know you like a challenge and will do your best when this happens! Finally, we have asked the teachers to give you more targets like the ones you had a few weeks ago for literacy. If they do this when they mark your work, we think you will have a better idea of how you can learn more.

We wish you the very best for the future,

Yours sincerely,

M H Cole Lead inspector