



# Grendon Junior and Infant School (NC)

## Inspection Report

**Unique Reference Number** 103205  
**Local Authority** Birmingham  
**Inspection number** 299962  
**Inspection dates** 14–15 March 2007  
**Reporting inspector** Mark Mumby HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary	<b>School address</b>	Grendon Road
<b>School category</b>	Community		Kings Heath
<b>Age range of pupils</b>	3–11		Birmingham B14 4RB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4742460
<b>Number on roll (school)</b>	291	<b>Fax number</b>	0121 4306731
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Roger Green
		<b>Headteacher</b>	Christine Pyke
<b>Date of previous school inspection</b>	20 September 2005		

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3–11	14–15 March 2007	299962

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors (HMI) and one Additional Inspector. When the school was inspected in September 2005, it was judged to require special measures because it failed to give the pupils an acceptable standard of education. Since February 2006, the school has been monitored on a regular basis by HMI.

## Description of the school

Grendon is a slightly larger than average sized primary school with a nursery. However, as a result of the smaller number of children starting school, the number on roll is declining. It serves a disadvantaged area. The majority of pupils are of White British background and almost all pupils speak English as their first language. The proportion of pupils eligible for free school meals is very high. The proportion of pupils with learning difficulties and disabilities is similar to that found nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Inspectors agree with the school that it now provides a satisfactory education for its pupils. There have been significant improvements since the last inspection. Teaching is now satisfactory and many lessons are good. As a result, most pupils are now making at least satisfactory progress. The gaps in pupils' learning brought about by the legacy of inadequate teaching identified in September 2005 are closing. Despite the limited outdoor facilities, children get a good start in the Foundation Stage because their learning is well planned. By the time pupils leave the school, they achieve standards similar to the national average.

Pupils enjoy coming to school and this is reflected in their regular attendance and positive attitudes. In the words of one pupil, 'Learning is better now because the lessons are more exciting and we want to learn more.' Pupils from different backgrounds and abilities play happily together and cooperate well. The good level of care provided and the strong relationships in the school help pupils feel safe and secure. Pupils know how to maintain a healthy lifestyle, although too many of them choose to eat unhealthy snacks at break and lunchtimes.

The school actively encourages pupils to be involved in its development. They feel that they are listened to and their advice is acted upon. The school council is proud of the part it plays, for example suggesting and raising money for the new tyre park. Pupils are aware of the benefits of recycling and are proud that their collection of used plastic bags has been made into a bench which is to be presented to the school. They raise considerable amounts of money for good causes.

The curriculum is broad and balanced and enriched by a very good range of additional activities. Emphasis is rightly placed on developing pupils' skills in literacy and numeracy. However, pupils are not given enough opportunities to apply these skills in other subjects. The school works well with other organisations to support its pupils. For example, younger pupils benefit from sharing facilities at the neighbouring nursery.

The significant improvements since the last inspection are a direct result of the effective leadership of the headteacher and her leadership team. They have a very clear understanding of the school's strengths and weaknesses and systematically implement effective strategies for improvement. The school has a good capacity to improve further.

### What the school should do to improve further

- Increase the amount of good and better teaching to enable all pupils to make as much progress as they can and to raise standards further.
- Provide more opportunities for pupils to develop their literacy and numeracy skills within the full range of curriculum subjects.

- Enrich the learning opportunities for children in the Foundation Stage by making better use of the outdoor environment.

## **Achievement and standards**

### **Grade: 3**

The majority of children enter the Nursery with knowledge and skills well below those expected for their age. They make good progress through the Foundation Stage and most are beginning to catch up by the time they start Year 1. However, the standards many pupils reach in mathematics, language and literacy are still below expectations. Pupils make satisfactory progress in Key Stage 1 and reach standards close to the national average in reading and mathematics by the end of Year 2. Standards in writing in the 2006 national assessments were low.

National test results for 2006 indicate that the majority of pupils made satisfactory progress in mathematics and science in Key Stage 2 and reached standards close to the national average by the end of Year 6. Progress in English was significantly below that made by pupils in similar schools nationally and standards attained at the end of Year 6 were below the national average.

The school's own assessment data indicates that the progress made by pupils has improved significantly this year. Most pupils are now making at least satisfactory progress in reading, writing and mathematics. Work seen in lessons and in pupils' books indicates that this improvement in progress has been sustained. Pupils of all abilities and backgrounds do equally well.

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

### **Grade: 2**

Pupils' personal development and well-being, including moral and social development, are good. Pupils are confident and considerate. Even the Nursery children wait patiently, taking turns to wash their hands. The older pupils readily take on responsibilities, such as acting as lunchtime 'peacekeepers' and school 'ambassadors'. Pupils have a satisfactory understanding of different cultures and traditions and their spiritual development is satisfactory. They enjoy raising money for charities and show concern for people in other countries who are less well off than themselves. They are keen to discuss how to keep their local community clean and tidy and are looking forward to debating their ideas with the city council.

The school has very good strategies in place to monitor attendance and follow up absences. As a result, attendance has improved considerably and is now satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory and many lessons are good. This is because they are well planned and teachers make effective use of assessment information to match the lessons to pupils' different abilities. Pupils understand what they are supposed to learn, they are told how their learning will be measured and are reminded of this throughout the lesson. This helps pupils focus on their learning and assess how well they are doing. Teachers move briskly from one activity to another. Some of these activities involve practical work and some require pupils to listen attentively to the teacher. This variation keeps pupils interested and involved in their learning.

Teaching assistants are well skilled in supporting pupils, particularly those with learning difficulties. Teachers and teaching assistants often use questions well which stimulates pupils to think deeply about their learning.

When teaching is less effective, the teacher often talks too much and pupils lose interest because they are not sufficiently motivated or involved in the lessons. On occasions, opportunities to develop pupils' literacy or mathematical skills in other subjects are missed because activities are too prescriptive. For example, directive worksheets in science prevent pupils from choosing an appropriate way to present and analyse results of experiments.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and includes a good range of activities to add interest and excitement. For example, links with the local rugby club encourage pupils' involvement in sports and add to their learning about health and exercise. Excellent sculptures were made by pupils who worked with a local artist. Work undertaken with an archaeologist excited the pupils and stimulated learning about their work in history. The good range of clubs organised by the school provide opportunities for pupils to develop their musical or sporting interests.

Planning shows satisfactory links with many subjects to develop pupils' skills in writing and mathematics. However, this is not sufficiently developed and some of the planned activities are not sufficiently challenging to raise pupils' achievements quickly enough.

### Care, guidance and support

#### Grade: 2

The pupils receive a good level of care, support and guidance. The learning mentor knows the pupils very well and ensures that the support systems are well organised and maintained. There are good links with external agencies to help support pupils. Higher attaining pupils in mathematics attend workshops at the local secondary school.

Child protection requirements, risk assessments and safety procedures are firmly established.

Work is marked carefully and pupils are provided with helpful guidance about how to improve. Targets are used effectively to challenge pupils and help them move on in their learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management at all levels are good. This is because the school is led by a headteacher who has set a clear educational direction and is fully supported by a skilled team of senior and middle leaders. The governing body has a clear understanding of the school's strengths and weaknesses and is effective in holding the school to account. The improvements to the quality of teaching and the progress made by pupils are a direct result of the hard work of the teaching staff under this effective leadership.

The school has implemented a clear and systematic programme to monitor and evaluate its work. All teachers contribute to this, ensuring that the pupils get maximum benefit from all their expertise and helping to maintain a consistent approach to teaching throughout the school. Strategic planning is thorough and addresses appropriate priorities. Pupils' work is assessed regularly and results are analysed rigorously. The resulting information is used very effectively to ensure that all pupils are provided with appropriate support to enable them to make progress.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Thank you for making Mr Bowers and me so welcome when we visited your school. We really enjoyed talking to you and seeing so much of your work.

I have visited your school four times now and have seen how much better it has got. It is now a satisfactory school because of all the good planning and hard work put in by Ms Pyke and all your teachers. Many of you told us how things have improved. You are absolutely right that your lessons are more exciting. That is why you are all learning more quickly now. We have asked your teachers to keep working hard with this so that your lessons get even better. One of the things we have asked them to do is to plan your lessons even more carefully so that you can practise your literacy and numeracy more in other subjects.

We were pleased to see how happy you all are and that you come to school every day unless you really can't. You all get on very well with each other and those of you who have special jobs do them well. The lunchtime 'peacekeepers', school 'ambassadors' and school council all do a good job. We were very pleased to hear that your school won the recycling competition and that you will get a bench made from your old plastic bags!

It was good to hear you talking so enthusiastically about some of the exciting things that you do in school. We really liked the sculptures that you made when an artist came to visit. Some of you were very lucky to be able to work with an archaeologist. We would like those of you in Nursery and Reception to be able to do more of your work outside. We have asked your teachers to try to make the outside spaces more exciting so that you will be able to do this.

All of your teachers and the adults responsible for running your school are doing a good job and I really hope that your school continues to get better and better. Good luck!