

# Fibbersley Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	134801
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	316282
<b>Inspection dates</b>	5–6 February 2008
<b>Reporting inspector</b>	Chris Kessell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	438
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sean Coughlan
<b>Headteacher</b>	Joanna Austin
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Noose Lane Willenhall WV13 3BB
<b>Telephone number</b>	01902 366220
<b>Fax number</b>	01902369130

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a newly established school formed from the amalgamation of three primary schools. The three schools amalgamated in September 2006 but continued working on three different sites. In September 2007, all the pupils and staff came together and moved into their new building. Most of the pupils are from White British backgrounds. A range of minority ethnic groups are also represented. There are no pupils at the early stages of learning English. The proportion of pupils entitled to free school meals is above average. The percentage of pupils with learning difficulties and/or disabilities is average. When they start school, children's attainment is well below the expected level for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

'This is a great school and we are very lucky to have it,' was a typical comment from a parent about this good, and rapidly improving school. Parents who were against the original amalgamation of the three schools now acknowledge that the merging of the schools has been a great success. It is difficult to believe that the school has only been on one site for just over a term and it richly deserves its popularity amongst almost all parents and pupils. The school's motto, 'A passion for progress' is evident in the pupils' good achievement. Children get off to a flying start in the Nursery and Reception classes and make good progress as a result of effective, well-managed provision. Pupils achieve average standards by the time they leave in Year 6.

The good progress that pupils make is due to good teaching. Teachers plan very well for different ability groups, particularly in English and mathematics. This enables pupils to receive work that is appropriate to their needs. Consequently, higher-attaining pupils are continually challenged, whilst pupils who find their work more difficult are provided with additional support. The skilful team of teaching assistants contributes particularly well to this. Occasionally, when teaching is only satisfactory, the pace of learning slows and pupils do not make such rapid progress. Concern for the individual is a strong feature of the school. In a positive and caring learning environment, pupils' individual progress is tracked rigorously so that they are able to achieve challenging academic targets. There is some good practice in academic guidance, particularly the use of target setting in English. The school is currently developing this for mathematics. The good curriculum plays a large part in aiding pupils' progress, although it is not as well planned to meet the needs of all in other subjects as it is in English and mathematics. The good range of extra-curricular clubs, at lunchtime and after school, is particularly enjoyed by the pupils. As one parent wrote, 'The school is full of really good things.'

The school has worked hard to ensure that pupils make good academic progress, but not at the expense of their personal development, which is good. With everything that is offered, it comes as no surprise that pupils enjoy their time at school, behave well and are enthusiastic about their learning. As one pupil said, 'We have to work hard but it's fun.' Pupils work maturely and sensibly in groups. A good example was seen when Year 6 pupils costed and organised a trip to Paris together as part of their work in mathematics.

The school has come a long way since opening on its new site in September 2007. This does not happen by itself. Much of its success and rapid development is the result of the outstanding leadership of the headteacher, who has been supported well by other senior staff. She has successfully brought together staff from three schools, who show good teamwork and a desire to fulfil her ambitious vision for the school. With the progress that it has made in a short period of time and the continuous drive for improvement, the school is well placed to continue to improve and build on its success. A parent summarised the school well when saying, 'It is an asset to the local community.'

## Effectiveness of the Foundation Stage

### Grade: 2

Good leadership and management mean that the provision runs smoothly, with a sharp focus on children achieving well and enjoying school. Parents are kept well informed through good ongoing records of their child's experiences and their achievements. Regular detailed assessments

provide accurate measures of strengths and weaknesses and teachers use them effectively to plan activities that are appropriate for the children's needs. The curriculum is well planned and provides a good range of experiences, such as the children 'building' the Great Wall of China as part of their work about the Chinese New Year. Adults work well as a team to provide good care, support and guidance to ensure children's safety and well-being. Facilities for outdoor play are good but, as is recognised by the school, could be developed to further extend areas of learning. Activities offer a good balance between whole-class sessions and group work. As a result, children make good progress and, by the end of the Reception year, many are working securely within the expected goals for learning. Good links are being forged with the new Children's Centre and effective arrangements are in place to ensure children progress into Year 1 with the minimum of worry or concern.

### **What the school should do to improve further**

- Improve teaching so that it is always good throughout the school.
- Improve curriculum planning so that the needs of all pupils are met as well in other subjects as they are in English and mathematics.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well and standards are average by the time they reach Year 6. Standards are likely to fluctuate for the next few years because pupils have come from three different schools with varying standards and educational experiences. What staff have set out to do is ensure that pupils, whatever their ability, are making good progress in relation to their varied starting points. This has been achieved by setting challenging academic targets, monitoring pupils' progress regularly and ensuring that pupils get work that is appropriate to their individual needs. The school has been successful, for example, in improving the number of pupils who reach higher levels in English and mathematics. The progress made by pupils with learning difficulties and/or disabilities is good because their specific needs are addressed effectively and, in most classes, they are given good quality support.

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

### **Grade: 2**

Pupils talk with great pride of their 'lovely school'. They display positive attitudes towards learning, especially when activities are fun and really catch their interest, like those taking place during 'One World Week'. Pupils say they feel safe and are confident that, should bullying occur, it would be dealt with quickly. They know there are adults to whom they can turn if they need support. Pupils have a good understanding of the choices required to live healthy and safe lives. They know the value of a healthy diet, taking regular exercise and drinking water often. They eagerly take part in the large number of sporting activities and enjoy a range of physical activities at playtimes. Pupils are given many opportunities to take on responsibilities and know that their views are listened to through the school council. The ECO group successfully promotes the importance of recycling and caring for the environment. Pupils contribute successfully to the wider community through activities such as the distribution of harvest gifts, tree planting and carol singing in the town as well as fund raising for charities. Attendance levels are average but steadily improving as a result of the school's efforts to stress the importance of coming to school regularly. With the good progress pupils make in developing

their literacy and numeracy skills and the maturity they show in activities that require team work and decision making, they are well prepared for their next school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers organise activities well and have good subject knowledge that ensures they present their lessons confidently. They ask challenging questions to test their pupils' levels of understanding and use this information effectively to plan future work. Teachers have good relationships with pupils and manage them well. As a result, pupils have good attitudes, come to school ready to learn and behave well. Classrooms are orderly working environments. Teachers use resources such as interactive whiteboards to make learning more exciting and relevant. Teaching assistants work well with the teachers, and are generally used effectively to support particular groups or individual pupils to enable them to make good progress. Just occasionally, the pace of lessons is not sufficiently rapid enough and pupils' progress drops. This occurs when teachers' expectations are not high enough or when they have not fully engaged their pupils during introductions and explanations.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum contributes well to pupils' good achievement and personal development. The school looks to ensure that the curriculum is consistently exciting to capture the interest and imagination of pupils in all classes. Pupils' learning needs are identified early and they are arranged in ability groups in each class for literacy and numeracy. This arrangement works very well in these subjects. The school recognises the need to roll it out to other subjects, including science. The school is extending the natural links between subjects of the curriculum in a more systematic way. It is also developing the use of the good resources for information and communication technology (ICT) in other subjects more systematically, as a tool for learning. There is an exceptionally broad range of clubs and other activities both during the day and after school. Pupils' enjoyment of these is reflected in the high take-up rates. Specialists in music and sports coaching, who visit the school on a regular basis, provide valuable support and add an important further contribution to the enrichment of the curriculum.

### **Care, guidance and support**

#### **Grade: 2**

Pupils know that they can talk to their teachers and other adults such as the Learning Mentor about any problems they have. They like their teachers and feel they are fair. Arrangements for pupils' personal development and well-being and health and safety, including child protection, are good. The support for children with learning difficulties and/or disabilities is effective. These pupils are supported well in class, small groups or individually and, as a result, make good progress. The academic support and guidance that pupils receive is good and targeted well to meet pupils' needs. Teachers' good marking is helpful to pupils in showing them how well they are doing and how to improve their work. Individual targets for pupils are established well in literacy but are not fully developed in subjects such as numeracy and science. However, this is a development priority for the school.

## Leadership and management

### Grade: 2

The headteacher is extremely dedicated and hard working. Parents and governors recognise that the school's successful amalgamation and subsequent good progress would not have happened without her. She has been well supported by other senior staff and together they have an accurate picture of the school's many strengths and areas for improvement. Monitoring and evaluation are good and are contributing effectively to the school's rapid development. Most subject leaders manage their subjects well, although a number of them are still developing their leadership and management skills through professional development provided by the school. Governors are very supportive and have worked particularly hard to ensure that the new school building fulfilled the ambitions of the local community. They understand their role well and as a group bring a wide range of experiences from outside education that benefits the school.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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

7 February 2008

Dear Pupils

Inspection of Fibbersley Park Primary School, Willenhall, WV13 3BB

Thank you for all your help when we visited your school a little while ago. It was exciting to see you at your brand new school and watch you work and play in such a wonderful building. I particularly liked watching the Reception children 'build' the Great Wall of China and the Year 6 pupils who were planning a trip to Paris. We all enjoyed chatting to you around school and in the classrooms. Many of you told us that you really enjoyed school and about the many different things that you do. It is not surprising, as you go to a good school that is getting better and better.

Most of you are making good progress because you are taught well. In a few lessons, your progress is not so quick so we have asked the headteacher, staff and governors to make sure that these lessons get better. You are developing into responsible and sensible young people and the work of the school council and ECO committee is particularly good. You are well cared for by the teachers and teaching assistants and because of this, you all feel safe at school.

You are provided with lots of additional activities after school and at lunchtime which you all enjoy. I have never seen so many pupils at an ICT club! Your activities in English and mathematics are well planned to help you learn well whether you find work easy or difficult. We have asked the school to organise work in other subjects in the same way. Your headteacher has done a really good job in helping everyone to work together and settle into your new school. She has been helped well by other staff and the governors. They have got lots of plans to make the school even better. You can help by continuing to work hard and coming to school every day. Many of your parents or carers were anxious about the three schools joining together. They are now pleased with the end result and are very proud of the new school.

Best wishes for the future.

Yours sincerely

Chris Kessell Lead inspector

7 February 2008



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