

D'Eyncourt Primary School

Mullett Road, Wednesfield, Wolverhampton, WV11 1DD

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Teaching is good and sometimes outstanding. Teachers provide lively and exciting tasks that enable pupils to build their learning step by step.
- Pupil's behaviour is good both in lessons and around the school. Pupils feel safe, are polite and welcoming, and keen to talk positively about their school.
- Pupils make good overall progress throughout the school in English and mathematics.
- The headteacher and governing body take a strong lead in driving improvement.
- Pupils who find learning difficult, or who have special educational needs are given good support. The teaching of reading and phonics (the sounds that letters make) is particularly good for those pupils who had previously fallen behind.
- Children in the Reception class achieve well in all areas of learning.

It is not yet an outstanding school because

- Some staff do not always make enough use of their knowledge about what pupils already know to plan work at the right level for their different abilities.
- A small number of staff do not organise lessons well enough and take too long to explain to pupils what they need to do, which slows their learning.
- The quality of written marking is inconsistent and too few opportunities are provided for pupils to respond to the advice given.
- In Years 1 and 2 pupils are not being given the opportunity to develop their mathematical investigative skills as well as they should.

Information about this inspection

- Inspectors observed parts of 18 lessons. This included several joint observations with the headteacher. Inspectors listened to several pupils read and looked at samples of work.
- Meetings were held with the headteacher, the Early Years Foundation Stage staff and the special educational needs coordinator. Discussions also took place with groups of mixed-ability pupils, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the views of the 22 parents and careers who responded to the Ofsted online parent questionnaire (Parent View). Inspectors also took account of the 10 responses to the staff questionnaire.
- Inspectors observed the work of the school and looked at a number of documents, including the school's own information on pupils' progress, planning and monitoring information, and records relating to behaviour, attendance and safeguarding.

Inspection team

Steven Cartlidge, Lead inspector

Additional Inspector

Linda Brown

Additional Inspector

Sally Ann Yates

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most pupils are from White British backgrounds and the majority speak English as their first language.
- A below-average proportion of pupils are supported by the pupil premium (extra funding from the government for pupils looked after by the local authority known to be eligible for free school meals or who have a parent in the armed services).
- The percentage of disabled pupils and those who have special educational needs supported through school action and school action plus or with a statement of special educational needs are below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The headteacher was appointed in April 2013.

What does the school need to do to improve further?

- Improve teaching from good to outstanding in order to raise pupils' achievement further by:
 - making sure that, when teachers mark pupils' work, they give clear points on how to improve it and allow pupils time in lessons to read, understand and follow the advice given.
 - in all classes, using the assessment of pupils' skills and previous learning to plan work that is set at the right level for pupils' different abilities.
 - providing pupils in Years 1 and 2 with more challenging and varied tasks, puzzles and problem-solving activities in mathematics lessons to help them to develop their mathematical investigative skills.

Inspection judgements

The achievement of pupils is good

- Children start in Reception with skills that are below or at those expected for their age. Most are confident and chatty young learners who are keen to find things out and to do well. This was well illustrated in 'a forest school' lesson, where teaching was excellent; children were keen to talk about their knowledge and understanding of how trees' roots work.
- At the time of the previous inspection pupils' standards were well above national averages. While standards have been maintained in Key Stage 2 with pupils' progress in both English and mathematics above national averages, they have not been consistent in Key Stage 1, dipping in 2011 and rising again to slightly above average in 2012.
- A key strength across the school is how well pupils read. Many read fluently and confidently, and boys and girls say equally they enjoy reading. Pupils indicate that they are well supported by their families in their reading at home.
- In recent years standards in writing have not been quite as high as those in other areas. The school is aware of this and has focused upon improving writing opportunities for pupils through more links with topic work and 'Friday writing'. Recent samples of pupils' work indicate a stronger picture now, with many pupils writing well for their age.
- Disabled pupils and those with special educational needs receive specific additional help in lessons, in small groups and in individual activities. Staff work successfully to help these pupils to grow in confidence and make good progress towards their individual targets.
- Pupil premium funding is used to fund booster classes and provide more teaching assistant time, and extra educational resources. In 2012, these pupils were about six terms behind their classmates in English and around eighteen months behind in mathematics. However, current data indicates that this gap has closed. Pupil premium pupils are now making the same good progress as their classmates.
- Although progress overall is good in Key Stage 1, pupils are not being challenged or given enough opportunity to develop their mathematical investigative skills.

The quality of teaching is good

- The vast majority of teaching observed during the inspection was good or better, and records of leaders' checking of teaching show that this is typically the case.
- In the Early Years Foundation Stage, children benefit from challenging activities when led by a teacher or when they work by themselves, and make choices in the outside area. During the inspection, children had the opportunity to use the school computers to create an owl picture. Because the activities interested the children, their language developed well. The strong emphasis on promoting writing is also having a positive impact on children's skills and progress.
- Teachers use their good subject knowledge to motivate their pupils. They provide a range of tasks that encourage pupils to want to succeed. This was particularly noticeable in an English lesson where Year 6 pupils had the opportunity to write a formal letter and practise their persuasive writing skills. The pupils gradually made their letters more complex and showed a

clear understanding of what strategies to use to reach the highest level possible.

- Where teaching is most effective, teachers use questioning well to check pupils' understanding, asking searching questions and encouraging discussion. For example in a mathematics lesson in Year 5 where teaching was good, pupils worked cooperatively in groups to develop their understanding of how to work out the perimeter of shapes. They clearly enjoyed the task and responded positively to the teacher's probing questions.
- Teaching assistants work in partnership with teachers to support individuals, including disabled pupils and those who have special educational needs. Staff also support those entitled to pupil premium funding and carefully check their progress to ensure equality of opportunity for all.
- There is some inconsistency in the quality of teachers' planning. Some staff do not always make enough use of their knowledge about what pupils already know to plan work at the right level for their pupils' different abilities. As a result, some lower attaining pupils simply copy information because they do not understand clearly what it is they have to do and higher-attaining pupils are sometimes expected to undertake tasks that are too easy for them before moving on to more challenging work.
- Marking and feedback to pupils across the school varies and, in many lessons, it does not let pupils know how well they are doing and what they need to do to improve their work. Even when this is done, time is not always given for pupils to act on any comments made.
- In lessons where teaching requires improvement, teachers sometimes take too long to explain to pupils what they need to do and this slows pupils' learning.

The behaviour and safety of pupils are good

- Pupils are keen to learn in almost every lesson. Their behaviour during lessons is almost always good and this has a very positive impact on their learning.
- Pupils listen carefully to the explanations of staff and to the ideas of others. This was very well illustrated in a Year 5 mathematics lesson where teaching was outstanding, pupils listened attentively to the teacher's explanations of odd and even numbers and then animatedly joined in pair and group discussions about what they thought the answers to the teacher's questions might be.
- During breaks and at lunch times, the behaviour of pupils is exemplary. Pupils are helpful to visitors and keen to talk about their school and do so with a sense of pride.
- Pupils can clearly explain that bullying is a repeated action and know that inappropriate behaviour is never tolerated in school. Pupils have a good understanding of how to keep safe when using the internet or when using mobile phones for sending messages and, for example, they know how important it is to keep passwords secret.
- All the staff and the great majority of the parents agree that behaviour at the school is good. The vast majority of the 22 parents who responded to the on-line questionnaire (Parent View) would have no hesitation in recommending this school to another parent.
- Attendance is consistently above average and punctuality to lessons is good.

The leadership and management are good

- Senior leaders and governors are ambitious for all pupils to do well. The headteacher, who has been in post since April 2013, provides very determined leadership, promoting a clear focus on continual improvement which staff acknowledge and appreciate.
- Pupils' progress is checked regularly and underachievement is identified and tackled. Leaders are aware of the school's strengths and areas for development, and appropriate priorities for action have been identified. The school's systems for monitoring and assessing its strengths and weaknesses are very precise and accurately identify its priorities for improvement.
- The school places a high priority on improving teaching through good quality training. Teachers' performance is checked and information is used from lesson observations and from information about pupils' progress to decide what teachers need to do next to improve.
- The school has looked at the impact of the pupil premium on the progress of those who receive extra support. It has made sure that pupils achieved good standards at the end of Year 6. This year, it is funding more one-to-one tuition and small-group teaching of those pupils who are not making the progress expected of them.
- The headteacher has strengthened the way in which teachers' performance is checked and will not allow staff to be rewarded by increased salaries unless they are successful in helping pupils make at least good progress.
- School leaders ensure that different groups of pupils have an equal chance to succeed and they tackle any instances of discrimination.
- Teachers use a broad range of topics to make learning stimulating in a range of subjects and pupils say they find the work they are set interesting. The school provides a wide range of clubs and out-of-school activities.
- Pupils' spiritual, moral, social and cultural development is good. For example, pupils told inspectors that recently in an assembly and due to current news coverage, they were told about Nelson Mandela's life and work.
- The local authority is fully aware of the school's strengths and weaknesses and has worked effectively with senior leaders. Most recently being involved with the interviews for the headteacher and deputy headteacher.
- The Parent View responses indicate that parents have a very positive view of the school, with the vast majority of those who responded saying they would recommend the school to another parent.
- **The governance of the school:**
 - The governing body is well informed. It has recently appointed a new headteacher and deputy head teacher, who will take up his post in September. Governors challenge and support the school and compare its performance with schools nationally. Governors have a deep insight into the quality of teaching. They ensure that the use of additional funds from the pupil premium improves the achievement of the pupils for whom the funds are intended. The governing body oversees the management of finance and resources expertly and ensures that the salary progression of staff is justified. Governors rigorously check safeguarding practice

and, as a result, safeguarding procedures meet current legal requirements.

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	104319
Local authority	Wolverhampton
Inspection number	411842

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	315
Appropriate authority	The governing body
Chair	Christine Irvine
Headteacher	Leigh Smith
Date of previous school inspection	22 June 2010
Telephone number	01902 558778
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