

# Adderley Primary School

## Inspection report

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<b>Unique reference number</b>	103159
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	376837
<b>Inspection dates</b>	23–24 January 2012
<b>Lead inspector</b>	Rodney Braithwaite

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	617
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Habib Rehman
<b>Headteacher</b>	Rizvana Darr
<b>Date of previous school inspection</b>	7 May 2009
<b>School address</b>	Arden Road Birmingham B8 1DZ
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## Introduction

Inspection team

Rodney Braithwaite

Additional inspector

Anthony Green

Additional inspector

Kathryn Brunt

Additional inspector

Gillian Broughton

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 39 lessons or part lessons taught by 28 teachers. Meetings were held with pupils, the headteacher, teachers, and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at safeguarding arrangements as well as other information including school development planning, policies, procedures, external evaluations and a range of pupils' work. A total of 127 questionnaires from parents and carers were scrutinised, together with questionnaires from staff and a representative sample of pupils.

## Information about the school

Adderley is a much larger than average primary school. Almost all pupils are from minority ethnic groups and almost all speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The proportion of disabled pupils and those with special educational needs is above average, as is the percentage with a statement of special educational needs. The proportion of pupils joining and leaving the school at times other than is usual is well above that seen nationally. The school exceeded the government's floor standards, which set the minimum expectations for academic performance, last year. There have been many changes in staff since the last inspection. The school provides free extended provision both before and after school.

Among its awards the school has the Birmingham University Partnership Appreciation Award, and the Small Earth Games Award for community cohesion.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is a good school. The headteacher is a leader of great vision and energy who has led the school very successfully in the huge improvement it has made in the last two years. She is strongly supported by a senior leadership team which shares her very high expectations and together they provide excellent leadership and management. The school provides exceptional care and support for all pupils and families and is an integral part of the local community.
- Nearly all pupils, including disabled pupils and those with special educational needs, make good progress, so that most reach the standards expected in English and mathematics by the end of Year 6. Not all more-able pupils and those who are gifted and talented are yet reaching their full potential.
- Pupils behave well in lessons and around the school. They are highly motivated and work hard. Pupils are polite, cooperate well with adults and each other, enjoy their learning, and have noticeably improved their attendance and punctuality in the last two years. They have a strong involvement in the improvement of the school through their 'Pupil Voice'. Occasionally some are boisterous in the playground because there is insufficient play equipment to keep them occupied.
- Teaching is consistently good. Pupils are well managed and have good relationships with their teachers. Teaching has improved, is well planned and teachers use pupil data effectively. In a few classes, teachers could do more to raise the quality of pupils' speaking.
- The good curriculum is broad and developing well in its provision for the needs of pupils. It supports the school's good promotion of pupils' spiritual, moral, social and cultural development. Leaders recognise the need to focus more on the use of technology to enhance learning.
- Pupils indicate that they have no problems with bullying of any kind in the

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school, and they and their parents are fully confident that they are kept safe.

## What does the school need to do to improve further?

- Build upon the increase in good or better teaching by:
  - accelerating the development of pupils' speaking skills
  - ensuring that all more-able pupils and those identified as gifted and talented reach their full potential.
  
- Make the playground more stimulating and enjoyable for pupils by involving them in the selection and provision of a wider range of play resources.

## Main report

### Achievement of pupils

From below the expected starting points, children make good progress and achieve well in all their learning in the Early Years Foundation Stage. This continues throughout Years 1 and 2 so that pupils are now reaching average attainment in reading, writing and mathematics by the end of Year 2. This follows a number of years when attainment was below the national average. In Key Stage 2 there has been an unbroken trend of improvement in the progress of all groups of pupils including pupils from different ethnic groups, pupils with English as an additional language and disabled pupils and those with special educational needs. As a consequence, pupils at the end of Year 6 are now reaching average standards in English, including reading, and in mathematics, and are achieving consistently well. Pupils who enter the school at times different to most, particularly in Key Stage 2, are also rapidly assessed, and evidence shows that they too make good progress. A number of more-able pupils reach higher than average levels, but the school acknowledges that even more of these pupils and some gifted and talented pupils could reach these levels. The progress of pupils is evident in all classrooms, and remarked upon frequently by pupils in conversation, when they show considerable pride in their achievements. Pupils' attainment in reading has shown consistent improvement since the last inspection, especially in Key Stage 1. This is because of the introduction of successful new reading strategies and the provision of much better resources, including a new library. Parents are almost unanimous in their view that their children make good progress and that their particular needs are met.

### Quality of teaching

In their responses to questionnaires virtually all parents, carers and pupils indicated

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that they thought the teaching in the school is good. Children are given a stimulating start in the Early Years Foundation Stage because good, well organised teaching creates learning opportunities that are personalised for the needs of every child. Teachers have very good relationships with their pupils, and build well upon their positive attitudes to learning and often excellent behaviour in lessons. This contributes effectively to pupils' spiritual, moral, social and cultural development and to the overall good quality of teaching. Teachers have generally high expectations of their pupils' achievement. Teachers' planning is of a consistently good quality throughout the school, and they make strenuous efforts to ensure that pupils always understand their personal learning objectives. Learning targets are clearly laid out in pupils' books, and pupils are constantly referring to the levels at which they are working. Marking of pupils' work is thorough and helpful, providing a good balance of praise and guidance for improvement. For example, in an outstanding English lesson in Year 5 about features in autobiography, there was good pace to the lesson, time was used well, pupils were always engaged, the teacher had excellent subject knowledge and learning was outstanding for all. Learning is enhanced in many year groups by the use of ability sets and effective deployment of well-trained classroom assistants.

Teachers are generally effective in their questioning and encourage 'talking partners' and suitable speaking opportunities. In a few lessons, however, lesson introductions are over-lengthy and teachers do not yet extend pupils' speaking skills to encourage the confident use of whole sentences with a wider range of vocabulary. Classes are very well managed, and a suitable level of challenge is present for most groups of pupils, but not all. Teachers' understanding and use of extensive and specific assessment data has improved markedly in the last two years. The school's evaluation of teaching is rigorous and realistic, and is driven by the constant monitoring of pupils' learning by leaders, led very visibly by the headteacher.

**Behaviour and safety of pupils**

Over 90 per cent of parents and carers, and pupils and staff, in their responses to questionnaires, indicated highly positive views about behaviour and safety in the school. Typically, one parent commented, 'We feel our children are in safe hands'. Children in the Early Years Foundation Stage are happy and settled, behave well and feel safe and secure in their surroundings. In the rest of the school, behaviour observed in lessons was good and frequently outstanding. Pupils understand and respond positively to the school's strategies for managing behaviour. The school's records show very little misbehaviour or disruption over time and no exclusions in recent years. Very occasionally pupils do become distracted or boisterous in the playground because they have too little to do. This is because there is insufficient stimulating play equipment and so some pupils become bored. Pupils in discussion were adamant that there is hardly any physical bullying, name calling or cyber bullying. Older pupils particularly, are fully involved in monitoring behaviour and offering views to staff about behaviour and safety. When there is an incident, it is dealt with quickly and fairly by staff. There are effective links with external agencies

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to meet the needs of those pupils whose circumstances make them the most vulnerable or potentially disruptive.

The school has ensured that its environment, spread across several multi-storey buildings, does not pose any threats to pupils' safety. Effective routines for monitoring safety are well established and observed by all. Consequently pupils are confident that they are healthy and safe.

As a result of rigorous action by senior leaders, punctuality is no longer an issue. Attendance has improved by a significant amount in the last two years and is now at the national average, and above that of similar schools. This is because there are very effective procedures and expectations in place which the school ensures are known and clearly understood by parents and carers.

## **Leadership and management**

The headteacher has made a remarkable contribution to the improvement of the school. She has overseen significant changes in staffing and has been instrumental in establishing a very able senior management team. In addition, the school has raised the status and involvement of subject leaders. As a result, the school has been able to successfully address a wide range of improvement issues. The impact of these actions is seen in the establishment of consistent high quality lesson planning; detailed and specific assessment data measuring the progress of every pupil in the school; significant improvement in provision in the Early Years Foundation Stage, and improvement in the pace of learning for the great majority of pupils. The contribution of classroom assistants to the learning of pupils has also clearly improved as a result of the leadership's focus on training. Support given to the development of the several newly qualified teachers in the school is excellent. This has helped to create high morale in the school and a shared determination to innovate and improve as rapidly as possible. Promotion of equality of opportunity is at the centre of the school's work, helping to create a vibrant and harmonious ethos, or in a pupil's words, 'It's really colourful and lively here'. This is a truly inclusive multi-ethnic school in which there is no evidence of discrimination and where all pupils are warmly welcomed in to the school community.

The governing body provides good strategic direction and has been determinedly involved in the school's improvement. Governors have a strong record of challenging school leaders; they also meet their safeguarding duties effectively, and manage the school budget with considerable expertise.

The good curriculum builds well on pupils' previous learning and prepares them well for the next stage of their education. Pupils comment excitedly on their wide extra-curricular opportunities, such as trips to London, and last year to Spain. Leaders are eager to develop the curriculum continually, and realise that improvement to the provision and use of modern technology could enhance the curriculum further. The curriculum, and for example, school celebration assemblies, have a powerful impact

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on pupils' pride in their work and school, and on their spiritual, moral, social and cultural development.

School leaders have worked very effectively to engage with parents who are always welcomed into the school. Almost all parents say that their views are sought and acted upon, and they are kept very well informed of the progress of their children. The involvement of parents in school life is demonstrated by the considerable improvement in their attendance at regular parents' evenings, when almost all take the opportunity to meet with staff. They also appreciate the excellent extended free provision for pupils daily, both before and after school.

Outstanding visionary leadership and a very impressive track record since its last inspection verify the school's excellent capacity to improve further.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 January 2012

Dear Pupils

**Inspection of Adderley Primary School, Birmingham, B8 1DZ**

My team and I would all like to thank you for being so welcoming and helpful to us when we visited you. We were overwhelmed by your friendliness and your enthusiasm to tell us all about your learning. Your trip to Barcelona must have been a fantastic experience. You go to a good school where you get on very well together and are respectful and polite to each other and to all the adults. You are making good progress in your learning and reaching the levels expected for your age by the end of Year 6. We congratulate you on your continued improvement especially in your reading and mathematics, and are pleased that you have such a good start in the Reception classes. You are all very well looked after and cared for, and the school keeps you very safe. Your good behaviour also helps you to keep safe, and we were really pleased to see that because you enjoy school so much, your attendance and punctuality has improved greatly. We are also very pleased that your parents and carers like the school so much. The team agrees with many of them who said that the school has made great improvement, because you have good teachers and leaders, especially your headteacher who sets such an example for you all.

Even though the school continues to improve, there is always more to do. We have suggested that you can be helped more in your speaking, to be confident, and use whole sentences with all the descriptive words you are learning. We have also asked that your teachers do their best to help some of you to reach even higher levels than you do now in English and mathematics, and in any other things you may be especially talented at. Finally we have suggested that you could help to choose more playground equipment for the school, so that you have plenty of interesting activities in your playtimes.

We offer our good wishes to you all for the future, and hope that you continue to improve.

Yours sincerely

Rodney Braithwaite  
Lead inspector

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