

# Prince Albert Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	103154
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	355330
<b>Inspection dates</b>	20–21 September 2010
<b>Reporting inspector</b>	Kath Campbell

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 of pupils on the school roll</b>	732
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sham Hussain
<b>Headteacher</b>	Sajid Gulzar
<b>Date of previous school inspection</b>	8 October 2007
<b>School address</b>	Albert Road Aston, Birmingham B6 5NH
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## Introduction

This inspection was carried out by four additional inspectors. They visited 26 lessons and observed 26 teachers and support staff. One lesson was jointly observed with the headteacher. The inspectors also held meetings with the headteacher, staff, governors and pupils. They observed the school's work and scrutinised a wide range of documentation, including information about pupils' progress, child protection and safeguarding procedures and an analysis of standards. They sampled pupils' past and present work and looked at 164 pupil and 48 parental questionnaires. In the absence of written responses, inspectors also spoke informally to parents and carers in order to gain their views of the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Standards and progress, particularly those of pupils with special educational needs and/or disabilities
- How successful the strategies to improve teaching are and their impact on progress, particularly of Key Stage 1 pupils in reading and more able pupils in Key Stage 2 in English and science
- Whether the school's assessment and tracking systems are sufficiently accurate and whether they are used effectively to identify and support those pupils who are making less than expected progress
- Whether the relatively new leadership team and leaders and managers at all levels are effective in identifying and driving through priorities that would lead to good progress.

## Information about the school

Prince Albert is a very large school serving an inner city community. Almost all pupils come from a Pakistani or Bangladeshi background and speak English as an additional language. Approximately a fifth of pupils are at an early stage of English language acquisition. Over a third of pupils are entitled to free school meals, which is above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is slightly above average. The school has received several awards, including Quality Mark, Active Mark and Healthy Schools, in recognition of its work.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Prince Albert is a good school with many strengths. Its excellent care, guidance and support make a major contribution to pupils' good personal and social development. Learning mentors make a strong positive contribution to pupils' welfare and the school is particularly good at forging exceptionally effective partnerships with other schools and agencies that promote pupils' good learning. The excellent input for pupils at an early stage of English language acquisition permeates all the school's work, enabling these pupils to develop vital skills very rapidly. There is a powerful sense of community and pupils enjoy school a great deal. The new headteacher and deputy headteacher have been instrumental in driving forward rapid improvement. Parents rightly regard the school highly. One parent expressed the views of many commenting, 'The school is a great foundation for our future generation. Well done and keep it up'.

The good quality of teaching and learning is key to the school's success. Due to monitoring of the highest quality, it has improved markedly. Expectations of work and behaviour are high. Teaching and support staff work together exceptionally well. As a result, pupils throughout the school, including those with special educational needs and/or disabilities, make good progress. Until recently, standards in national tests have been low and not all pupils made as much progress as they should. The school has begun to make significant inroads into this history of underachievement. Slow progress is now identified early and well targeted support quickly gets pupils back on track. Pupils' current and past work, the results of recent tests conducted by the school and the good quality of learning in a high proportion of lessons show that all groups of pupils achieve well. Standards are rising and are currently close to average. In targeted areas, such as writing, improvement has been particularly rapid. However, further work remains to be done. The proportion of pupils that reach higher levels, however, is not quite high enough, particularly in science. The science curriculum has not had a high enough profile to allow pupils to develop key skills.

The curriculum is good with some outstanding features. Pupils enjoy an exceptional range of after school activities that develop social skills and healthy lifestyles very effectively. Information and communication technology and music are also curriculum strengths. Attendance is greatly improved and is now at average levels, as a direct result of excellent intervention by the school's attendance officer.

The Early Years Foundation Stage provides well for the school's youngest pupils. The school is in the process of developing an outdoor area for nursery and reception children that is of the same high quality as the indoor environment. Currently this aspect lacks the flair and creativity to build on basic skills.

The school has moved a long way in a short space of time through the drive and determination of staff. Seniors leaders have a very clear vision for the future. They have a

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very precise perception of strengths and weaknesses and their self-evaluation is totally accurate. The role of middle leaders is not as strongly developed and they are not sufficiently involved in monitoring progress and standards or analysing data. The governing body is highly supportive of the school and uses its expertise well. The overall picture is very positive. Highly effective leadership, combined with excellent tracking systems and accelerated progress, give the school a good capacity to improve.

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

- Raise standards in science by:
  - giving greater prominence to the science curriculum and focusing sharply on skills and knowledge development in this subject
  - developing literacy and numeracy skills in science
  - improving pupils' problem solving and independent learning skills
  - providing a greater level of challenge for more able pupils
- Strengthen the leadership and management role of middle leaders by:
  - giving middle managers a more prominent role in monitoring the work of the school
  - giving middle managers greater involvement in driving the school forward through the use of data analysis, tracking and assessment information.
- Develop the outdoor learning area in Early Years Foundation Stage by:
  - creating an inspirational, motivating and creative learning environment that matches the quality of the indoor learning area.

**Outcomes for individuals and groups of pupils****2**

Pupils typically start school with very limited skills, knowledge and understanding. In the recent past, after making a good start in the Early Years Foundation Stage, rates of progress, as pupils moved through the school, were inconsistent. This was because too much teaching was not good enough to promote good learning. In particular, pupils with special needs and/ or disabilities often made inadequate progress. Major changes to the intervention strategies provided for these pupils, combined with very tight monitoring and more effective teacher input, have eradicated much of this underachievement. Inspection evidence shows the rate of progress is accelerating rapidly across the school because the quality of teaching is markedly improved. The school is moving firmly in the right direction.

The school has had great success in raising standards in writing, partly because boys are particularly well motivated. Evidence of this enthusiasm was observed in an excellent lesson in Year 3 where all pupils were totally engaged in their work on using prepositions and adjectives. The teacher successfully built on pupils' improved attainment in Year 2. Pupils had the confidence to write at length, using expressive language. Interesting activities and accurate assessment contributed to outstanding learning.

Pupils of all ages are proud of their school. They say they feel safe and have a valued voice through the school council and Youth Parliament. They take adopting a healthy

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lifestyle very seriously. Behaviour is good in lessons, although occasionally boisterous around school. Spiritual, moral, social and cultural development is good. Pupils show respect towards each other and make very effective use of the richness and diversity of culture that exists within the city. By the time pupils leave, their good personal development, combined with satisfactory academic outcomes, ensure they are soundly prepared for their future lives

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers use an imaginative range of strategies that successfully motivate pupils' learning. Secure relationships ensure success through enjoyment. Lessons are typically well taught and no inadequate teaching was observed during the inspection. Teachers use interactive whiteboards very effectively to capture pupils' interest. Planning is good and teachers' clear explanations ensure pupils undertake their work with confidence. Pupils with special educational needs receive high quality input from both teaching and support staff. They frequently work independently, but sometimes lack the skills in science to work unaided. Together with tight progress tracking, previously underachieving pupils make good progress. Teachers and support staff work very well together. Teamwork of the highest quality was observed in a good Year 4 literacy lesson. Both members of staff were involved in explaining the purpose of the lesson to pupils of different abilities. All pupils received exactly the right level of input, work was well matched to their needs and pupils

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made rapid progress. Occasionally, in some lessons teachers talked for too long, leaving pupils with too little time to practise skills.

There are strengths within the school's rich and diverse curriculum. High levels of participation in a wide range of enrichment opportunities support pupils' enjoyment of school. Specialist sports' coaching ensures high quality learning. Links with a wealth of outside providers, including the Royal Ballet, make an exceptional contribution to the breadth of the curriculum. Successful adaptations ensure the curriculum meets the varied needs of pupils, including those with particular interests. The school has made great strides in embedding a skills based curriculum, although further work remains to be done to develop literacy and numeracy skills in science. It is aware of the need to provide further challenge, particularly in investigative work in science.

Pupils know they are part of an exceptionally caring, supportive community, where they are able to thrive socially and academically. Pupils' care and welfare are a very high priority. There is a strong determination to nurture potentially vulnerable pupils and their families, enabling pupils in need of personal support to participate fully in school life. Procedures for monitoring attendance are impressive and have resulted in a significant reduction in the number of persistent absentees.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The relentless determination of the headteacher and deputy headteacher has been a key element in the school's recent improvement. Both leaders monitor the quality of teaching and the progress of individual pupils and different groups meticulously in their quest to eliminate underachievement. They are totally focused on raising the standards and achievement of all pupils. This relatively new leadership team and other senior teachers have successfully steered the school through a difficult period of considerable change. They have established a very good climate for learning by, for example, making learning more enjoyable. There is a very clear vision for continuous improvement. Middle leaders have a secure overview of strengths and weaknesses but are not yet fully empowered to monitor whether outcomes of initiatives have been effective. The school development plan is a valuable working document. Governors show a good level of involvement and a strong commitment towards raising performance. Safeguarding procedures are very secure. Child protection training for all staff and governors is impressively good. The school site is very secure and the safety of pupils is of paramount importance. The school ensures pupils of all backgrounds and abilities participate equally in all aspects of the curriculum and every pupil feels valued. It is highly successful in its work within the local community. It also

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reaches out effectively to the wider community through, for example, its links with a small rural school. Links on a global level with a school in Ethiopia are developing well. Pupils are very aware of how to tackle discrimination through, for example, their numerous sporting partnerships with other schools where pupils come from very different social and ethnic backgrounds. This is an impressively harmonious, cohesive and happy community where adults and pupils get along well together.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Many children enter the nursery with particularly weak early language, literacy and numeracy skills for their ages. Some have poor social skills and lack the confidence to express themselves clearly. Those who are at an early stage of English language acquisition make rapid progress through very effective one-to-one attention. Overall, progress is good in all areas of learning. Staff create a warm, nurturing environment where children feel very secure. A calm atmosphere prevails and independence is encouraged. Links with families are very strong, enabling parents and carers to participate in their child's learning right from the start. There is a rich range of exciting, motivating experiences. Detailed planning builds successfully on previous learning. Children are inquisitive and animated. During the inspection, children were excited by the areas of darkness that had been created so that they could explore patterns of light. Staff had time to interact fully with individuals and groups, enabling them to assess progress very effectively. 'My Learning Journal' books are of outstanding quality and provide valuable insight into how well individual children are progressing. All children have a good early understanding of how to stay fit and healthy. Attractive displays motivate children to want to succeed. Currently, however, the outdoor learning area lacks the excitement and enjoyment of the indoor environment. The Early Years Foundation Stage is well led and managed and there is a strong shared commitment towards sustaining improvement.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The response to the parental questionnaire was low. Parents and carers who responded are very supportive of the school. They particularly like:

- their children's enjoyment of school
- the fact that their children feel safe
- the quality of teaching
- the fact that the school meets their children's individual needs

There are a very small number of concerns about the school helping them to support their child's learning. The inspection team found that there was a good level of information available to parents to support their children. However, the school recognises that more needs to be done to involve parents further and this is an important area for on-going development.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prince Albert Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 48 completed questionnaires by the end of the on-site inspection. In total, there are 732 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	63	18	38	0	0	0	0
The school keeps my child safe	29	60	18	38	1	2	0	0
My school informs me about my child's progress	24	50	20	42	2	4	0	0
My child is making enough progress at this school	20	42	23	48	2	4	0	0
The teaching is good at this school	27	56	20	42	1	2	0	0
The school helps me to support my child's learning	24	50	21	44	3	6	0	0
The school helps my child to have a healthy lifestyle	24	50	23	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	44	25	52	0	0	1	2
The school meets my child's particular needs	27	56	19	40	1	2	0	0
The school deals effectively with unacceptable behaviour	26	54	18	38	2	4	1	2
The school takes account of my suggestions and concerns	21	44	21	44	2	4	1	2
The school is led and managed effectively	21	44	22	46	1	2	1	2
Overall, I am happy with my child's experience at this school	28	58	18	38	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



22 September 2010

Dear Pupils

**Inspection of Prince Albert Junior and Infant School, Birmingham, B6 5NH**

Thank you for looking after Mrs Smith, Mr Lafford, Mr Bartleman and myself so well when we visited your school. You were happy, friendly and polite and enjoyed talking to us about your work.

You go to a good school that is improving all the time.

These are some of the many things we liked:

- you try hard and know what you need to do to improve your work
- you behave well in lessons
- you get on well with the adults who teach you and look after you
- you are proud of your school and like it very much.

These are the things we have asked your headteacher and other members of staff to do to improve your school:

- help you to reach higher standards in science, particularly those of you who are good at it
- give some of your teachers more time to look at how well you are doing in each subject
- help the Early Years staff to develop a really exciting outdoor learning area.

You can help by making sure you come to school every day, working very hard and behaving well.

Best wishes to you all.

Yours sincerely

Kath Campbell

Lead inspector

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