

Quinton Church Primary School

Inspection report

Unique reference number	103399
Local authority	Birmingham
Inspection number	376891
Inspection dates	10–11 July 2012
Lead inspector	Joseph Peacock

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Lak Virk
Headteacher	Zbig Cichocki
Date of previous school inspection	18 June 2007
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Age group	4-11
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Introduction

Inspection team

Joseph Peacock

Additional Inspector

Verna Plummer

Additional Inspector

This inspection was carried out with two days' notice. The inspectors spent just over six hours visiting 13 lessons and observing eight teachers. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They held meetings with the headteacher, deputy headteacher, representatives of the governing body and staff. Discussions and meetings were also held with pupils, parents and carers. The inspectors observed the school's work, heard younger pupils read and looked at assessment data and pupils' completed work. They read and evaluated documentation including improvement planning and policies relating to safeguarding and pupils' welfare. The inspectors scrutinised 83 questionnaires returned by parents and carers, and those returned by staff and pupils.

Information about the school

The school is broadly average in size for a primary school. One third of pupils are from minority ethnic backgrounds and virtually all are fluent in English. The proportion of pupils who are supported by school action plus or have a statement of special educational needs is average. The proportion known to be eligible for free school meals is below average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. There have been significant staff changes in the past two years with four new teachers, including a new deputy headteacher and some new subject leaders. The school has been awarded Fair Trade status in recognition of staff and pupils' work to support developing nations.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because teaching is not always effective in making attainment in reading, writing and mathematics consistently outstanding over time and the outdoor learning for children in the Early Years Foundation Stage is underdeveloped.
- Achievement is good throughout the school. Disabled pupils and those who have special educational needs make outstanding progress because their specific needs are met so well by staff. All children in Reception have a good start to school mainly because good teaching and provision indoors largely compensates for weaknesses in the very small outdoor area. The attainment of current Year 6 pupils is well-above average. Attainment has been significantly improved in mathematics bringing it to the same high level as in English.
- Teaching is good. Teachers make lessons interesting and fun. All make good use of computers to enhance pupils' learning. Teaching assistants are particularly effective in supporting pupils who find new learning difficult, enabling most to succeed. Inconsistencies over time in pupils' attainment have been tackled decisively by staff.
- Well-above-average attendance has been maintained since the previous inspection. Pupils' positive attitudes ensure that there is usually a calm, purposeful atmosphere for learning in each class. Behaviour is good and often outstanding in lessons and around school as pupils show respect and consideration for one another. Pupils are kept safe and all are well cared for by staff.
- The headteacher and staff work as a cohesive team to bring about improvement. The management of teaching and pupils' performance is constantly under review and both are rigorously evaluated. Staff and governors share a common vision for success and their dedication and commitment to iron out any weaknesses give the school a good capacity to go on improving.

What does the school need to do to improve further?

- Improve the outdoor learning environment in the Early Years Foundation Stage

- in order to provide children with a wider variety of learning experiences.
- Ensure that teaching is consistently effective in reading, writing and mathematics in order to sustain high achievement over time by: planning appropriately challenging tasks for all groups of pupils involving new subject leaders in monitoring the quality of teaching in their subject.

Main report

Achievement of pupils

Attainment on entry to the Reception class varies but, overall, it is broadly in line with the expectations for children of this age. This year, more than usual have lower-than-expected communication skills. The teacher's planning emphasises speaking, listening and early writing skills in most activities. This accelerates progress in these key areas. Children operate on toy animals in the vet's role play area, for example, and write lost posters when trying to find underwater animals. Daily sessions to learn letters and their associated sounds (phonics) are effective and result in most children making good progress. Children are able to spell out and write simple words accurately and independently by the time they transfer to Year 1. By the end of the Reception year, most have made good progress from their starting points and achieve the level expected, with some exceeding it in all six areas of learning.

All groups of pupils maintain their good progress through Key Stages 1 and 2. By the end of Year 2, attainment in reading, writing and mathematics is above average. Reading is taught effectively in school and supported regularly by parents at home. Most pupils confidently use letters and their related sounds when trying to read difficult words. Attainment has varied in different subjects at both key stages over the past two years but is now well-above average in English and mathematics, including in reading, at the end of Year 6. Attainment in mathematics has improved significantly this year and is now as high as it is in English. The additional challenge for the more-able pupils has resulted in a small group achieving well-beyond expectations for their age in mathematics. The achievement of disabled pupils and those who have special educational needs is outstanding. Accurate assessments identify individual learning needs and learning is broken down into small learning steps, ensuring rapid progress in achieving targets.

In their questionnaires, virtually all parents and carers agreed that their children make good progress and that the school is meeting their particular needs.

Quality of teaching

Teaching is usually good and on occasions outstanding when, for example, pupils were told that the Olympics were being cancelled and encouraged to write in protest to the Prime Minister! Teaching and learning were only satisfactory in a very small number of lessons because pupils sit listening passively for too long, without being actively engaged in learning, or teachers did not provide sufficiently challenging tasks for some pupils. Almost all parents, carers and pupils agree that teaching is good and successfully promotes literacy and numeracy skills. 'We are pleased with how well

pupils are pushed.’ was a typical comment from parents and carers. Strengths in teaching include the effective use of computers, the support provided by attentive teaching assistants, particularly for the less able, and the challenge from problems related to everyday experiences. Pupils in Year 5, for example, planned and calculated the cost of a budget holiday for a family of four to Athens as part of their enjoyable Greek theme day. Year 6 pupils decided the most appropriate way to display data to attract others to the theme park they had recently visited. Pupils’ positive attitudes and behaviour ensure all concentrate fully on engaging tasks, often working together to pool skills and knowledge. Teachers make good use of assessment information and usually ensure that work is matched closely to the different abilities of pupils. Teaching is highly effective for disabled pupils and those who have special educational needs because regular, accurate assessments ensure learning is broken down into small manageable steps. Reading skills are taught effectively throughout the curriculum, and teachers ensure pupils have opportunities to use literacy and numeracy skills as part of their work in all subject areas.

All staff successfully promote pupils’ spiritual, moral, social and cultural development. This is reflected in pupils’ positive attitudes, good behaviour and enthusiasm, seen in their excitement about the Greek banquet. The good quality of teaching in the Early Years Foundation Stage ensures that children make good progress despite the limitations imposed by the small outdoor area. Tasks indoors are well planned but outdoor planning is insufficiently detailed.

Behaviour and safety of pupils

Behaviour is good and pupils rightly feel safe in school. Almost every parent and carer said that they would recommend the school to others and that their children were well cared for. ‘It feels like a village school,’ was a typical parental comment and, ‘We are like one big happy family.’ reflects pupils’ views. Pupils say that they feel safe and every parent or carer who responded agreed that the school keeps their children safe. There were a few with concerns in the questionnaires about behaviour in lessons and bullying. Inspection evidence, confirmed by pupils’ very positive views, show that these concerns are unfounded. Behaviour around school is usually exemplary, with all playing well together and looking after one another. Pupils have a good understanding of all types of bullying. They were able to explain cyber bullying or racist bullying, for example. All of those spoken to insist that, ‘There is no bullying at our school’. They say any of their concerns about boisterous behaviour or name calling are quickly and effectively dealt with by staff. Teachers have effective strategies for managing pupils’ behaviour in class and there is a good atmosphere for learning in lessons. Very occasionally, pupils lose concentration when they are not actively involved in learning. Usually, all pupils listen attentively and are quick to respond to class instructions. Their excellent attitudes to learning and their willingness to work hard are key factors in sustaining good progress.

Attendance is consistently above average and there have been no exclusions for the past four years. This reflects pupils’ positive attitudes and enjoyment of school.

Leadership and management

The headteacher's experience and calm approach inspire confidence in everyone associated with the school and ensure new staff quickly become an integral part of the school team. Staff share his vision for a highly successful school and work as one to ensure equality of opportunity and freedom from discrimination for every pupil. They create an atmosphere where pupils feel safe and can do well. The excellent management of provision for disabled pupils and those who have special educational needs typifies the resolve and commitment of staff. The strength of teamwork and well-established management structures ensure action to bring about improvement in performance is effective. Most staff regularly and routinely check on the quality of teaching and how well pupils are doing but some new subject leaders are still developing their role in checking the quality of teaching in lessons. Effective professional development is ensuring that the quality of teaching successfully promotes pupils' good progress for most of the time.

Members of the governing body are knowledgeable and fully involved in helping to monitor all aspects of the school, including through frequent visits. They use their wide range of professional expertise to challenge staff and drive forward improvements. This challenging approach is consolidating the school's good capacity for sustained improvement.

Staff are constantly reviewing the curriculum so that it is exciting, interesting and relevant to pupils. Improvements to the mathematics curriculum, for example, have been instrumental in raising attainment. In Reception, the small outdoor area limits the quality of the outdoor curriculum and range of experiences available to children.

Pupils have the opportunity to learn to speak French and Spanish and attend the good range of after-school clubs such as cooking and gardening. Pupils' spiritual, moral and social development is promoted effectively. Most have a good understanding of different cultures through excellent theme days such as 'The Ancient Greeks' where all arrived at school in Greek costumes and researched inspirational quotes from ancient scholars. Provision is enhanced by visits to places of worship, links with a school in Gambia and work to gain the Fair Trade Award. Studying aspects such as love, faith, marriage and death for different religions ensures a good understanding of religions which are different from their own.

Arrangements for safeguarding meet requirements. Risk assessments are detailed and thorough. The school draws on a wide range of expertise to support and enhance provision for disabled pupils and those who have special educational needs. All staff are fully involved in helping to promote the excellent partnership the school has with parents and carers. 'I feel empowered to support.' was a typical comment from parental questionnaires. Parents and carers strongly agree that they are kept well informed and particularly appreciate the new messaging arrangements and links to the school website. Volunteers from the church, governors, parents and carers regularly lead assemblies and support learning in lessons.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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).

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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



12 July 2012

Dear Pupils

Inspection of Quinton Church Primary School, Birmingham, B32 1AJ

Thank you for your friendly welcome when we inspected your school. We enjoyed our time with you very much. A special thank you goes to those of you who shared your views with us about school. You told us that you feel safe and well cared for and we found evidence to support this view in lessons and around the school. Key strengths are your excellent attendance and the good progress you make.

We judged that your school is good. You clearly work hard in lessons and behave well. We found that the things you learn about in lessons are usually challenging and interesting. Many of you told us how much you like your teachers and how they make learning fun. The Greek theme day was a great idea! Your headteacher, staff and governors work exceptionally well as a team to make sure school is a happy place for everyone. All the staff are keen to check how well you are doing and how effective teaching is in lessons, but some are more involved than others. Well done for improving your mathematics skills and achieving well-above average standards by Year 6. We have asked your headteacher and staff to ensure that teaching is consistently good in all subjects and to explore ways of improving the outdoor learning area for those of you in Reception.

Congratulations on what you have achieved so far and best wishes for the future. I hope you all enjoyed the end-of-term activities and those of you who are returning keep up the good work and make attainment even higher.

Yours sincerely
Joseph Peacock, Lead inspector

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