

The Deanery Church of England Primary School

Fox Hollies Road, Walmley, Sutton Coldfield, B76 2RD

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make excellent progress in their learning in all subjects and their achievement is outstanding.
- Teaching is consistently good in every year group and frequently outstanding. Teachers have high expectations of their pupils, excellent relationships with them, and make their learning challenging and enjoyable.
- Children are provided with an excellent start to their education and personal development in Reception and Nursery.
- Pupils' behaviour and attitudes to their learning are outstanding. Many exude confidence and develop excellent skills of both independent and cooperative learning.
- The headteacher's aspirations for the continued high achievement of pupils are widely shared by an exceptionally competent management team and staff. The management of teaching and learning is outstanding.
- The school provides a rich range of creative learning experiences for pupils, in and out of school. These contribute strongly to the excellent spiritual, moral, social and cultural development of pupils.
- There is outstanding support and challenge from a very well-led governing body. Governors have a wide range of skills which are used very effectively.
- Although the school has improved the buildings, the learning environment, particularly in Key Stage 2, where classrooms are cramped, is not always wholly suited to some of the activities planned for pupils.

Information about this inspection

- Inspectors observed 25 lessons taught by 16 teachers, including 14 that were observed jointly with either the headteacher or the deputy headteacher.
- Meetings were held with pupils, the headteacher, deputy headteacher, assistant headteachers, other members of management teams, the inclusion manager, five governors and a school improvement consultant.
- Inspectors observed the school's work. They examined the school's development plans, checks on how well it is doing, safeguarding arrangements, health and safety records, school policies, and a range of pupils' work and information about their progress.
- Inspectors focused especially upon the role of senior managers in the school in leading and managing teaching.
- Inspectors took account of 93 questionnaire responses to the online Parent View survey. They also received three letters from parents.
- The inspectors examined 39 questionnaire responses from members of staff.

Inspection team

Rodney Braithwaite, Lead inspector	Additional Inspector
Jennifer Cutler	Additional Inspector
Dennis Brittain	Additional Inspector

Full report

Information about this school

- The Deanery Church of England Primary School is larger than the average-sized primary school.
- The school was granted Academy status in August 2011. When its predecessor school, The Deanery Church of England Voluntary Aided Primary School, was last inspected by Ofsted, it was judged to be outstanding.
- Most pupils are White British, the remainder coming from a range of other ethnic heritages.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and children of service families) is below average. There are currently no children of service families in the school.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The school is organised into 14 single-year classes and a nursery.
- The school provides very well-attended pre-school and after school clubs, the 'Foxes', which include a number of children of nursery age. The school also provides a summer holiday club and extended care for children during staff training days.
- There is a Children's Centre on the school site. The school works very closely with the Centre, although it is mainly funded by the local authority and is subject to a separate inspection.
- Members of the school management team and governors are involved in assisting and supporting Nethersole CE Primary School at the invitation of the diocese.

What does the school need to do to improve further?

- Improve, as a matter of urgency, the entrance and learning areas in Key Stage 2 so that pupils have a better quality environment in which to extend their learning in the wide range of activities provided by the school.

Inspection judgements

The achievement of pupils is outstanding

- Children begin their education in Nursery with skills broadly similar to those expected for their age. They are ready to learn and make outstanding progress in Nursery and Reception especially in their language and communication skills, and their personal and social skills.
- Pupils continue to make outstanding progress in all year groups. Almost every pupil makes the progress expected of them, and many make good progress, so that by the end of Year 6 pupils' standards are well above average in English and mathematics.
- Achievement in writing is particularly high. This was observed in an outstanding lesson in a Year 2 class where pupils wrote poems about using their senses, one writing, 'Chattering children, like a noisy motorway'.
- This has been the picture of achievement in the school since it became an academy. There was a dip in mathematics in 2012. Although most pupils made the progress expected or better, a small number of girls who had always found the subject difficult did not reach the higher levels hoped for, although they did in reading and writing.
- School leaders took immediate remedial action to ensure that this was a 'one-off', and this has effectively returned attainment in mathematics to the high standards expected.
- Lesson observations and school tracking data indicate excellent progress by almost all pupils in Years 1 to 6 in reading, writing and mathematics. This includes disabled pupils and those who have special educational needs whose attainment is significantly higher than similar pupils nationally.
- The small group of pupils supported through the pupil premium reach levels that are very close to those of other pupils in English and mathematics. Pupils in the care of the local authority have made excellent progress since coming to the school. The successful learning of these pupils is due to the very personalised provision for their particular needs, including one-to-one support, and specific learning programmes like 'toe-to-toe' and 'Wellington Square'.
- Pupils are enthusiastic readers. They have benefitted from the school's consistent teaching of letters and sounds (phonics) over many years, which was shown by the high number of pupils reaching above average levels in the phonic screening check for year 1 in 2012.
- Pupils named a wide range of authors they enjoy, including Sir Arthur Conan-Doyle, Charles Dickens and Shakespeare. They named favourite books such as 'Little Women' and 'Titanic', and one pupil reads 'The Observer-the sports page'.
- The school is notable for the achievement of pupils across a wide range of subjects where they use their literacy and mathematics skills very effectively. High standards are common in art, science, Spanish and music, and pupils compete successfully in many inter-school sports. During the inspection older pupils won the area diocesan schools trophy.

The quality of teaching is outstanding

- The consistently good and often outstanding teaching throughout the school builds upon high levels of understanding of pupils' needs and their prior learning. Regular and systematic checks are made on the progress of all pupils. The resulting information and data is used very effectively in planning many challenging and stimulating learning activities tailored to the academic and personal needs of pupils.
- Teachers' knowledge of their pupils is apparent from the time children enter Nursery and continues throughout the Early Years Foundation Stage. Teachers and teaching assistants were observed in several outstanding lessons balancing carefully children's directed learning with encouragement to think for themselves.
- This was seen when children in the Nursery used their bodies in imaginative ways to cross simple apparatus and jump off at the end. Similarly, children in Reception developed counting, measuring and estimating skills when filling different sized containers with water.
- In the Early Years Foundation Stage planning is linked to whole school themes to prepare children for Key Stage 1 methods. In Nursery, Reception and Year 1 adults work together very closely and communications are excellent.
- Teaching throughout the main school is consistently challenging, imaginative and creative. This was observed in lessons in Year 6 when pupils were identifying features of newspaper articles and worked out with their teacher examples of 'puns'. They continued by writing fascinating articles of their own on topics such as levitating nuns. In a mathematics' lesson pupils were absorbed in solving real-life money problems about their forthcoming visit to London.
- Teachers have high expectations of their pupils and constantly give them opportunities to discuss their learning and work independently and quickly. This is helping pupils to develop great self-confidence, and combined with their high standards, is preparing them excellently for their future education.
- Relationships between teachers, highly competent teaching assistants and the pupils are excellent. This is especially apparent with disabled pupils and those who have special educational needs.
- A further feature of teaching is the excellent use of pupils' literacy and numeracy skills across the whole range of subjects taught in the school.
- Teachers' marking is very effective because there is a fine balance between praise and guidance as to how to improve. Pupils seize the opportunity to involve themselves in dialogue with teachers in their books, and also benefit on a regular basis from the written comments on their work by their classmates.
- Extensive monitoring of pupils' work by teachers and leaders ensures that when any slight inconsistency is noted, such as uncorrected misspellings, it is immediately remedied.

The behaviour and safety of pupils are outstanding

- Pupils have very positive attitudes to school, each other and their learning; as one put it, 'I really like maths, it's not just sums you know, you really have to think'.
- Pupils are determined to make good progress, and many can explain very clearly what their learning targets are. For example one pupil in Year 2 said, 'I have to learn to use more subordinate clauses in my writing.'
- Behaviour in lessons is almost always outstanding because pupils are challenged in their work, and are encouraged to be responsible. They work equally effectively in pairs, groups or independently.
- The school is notable for the excellent relationships between pupils and adults. Pupils are respectful and polite but never shy in expressing their ideas and views to others. They greatly enjoy taking responsibilities, such as being a 'Chief Chum.'
- Pupils approve of the new school behaviour policy, although they had a fierce discussion on the awarding of 'privilege' cards for good behaviour. An older pupil stated, 'You shouldn't need rewards for behaving properly!'
- Pupils feel safe in school and say that everyone also behaves safely, in lessons and around school.
- The need to use the internet and mobile phones safely is well-understood. Pupils also indicate little concern with bullying of any kind, mentioning name calling and a 'little fight, maybe once a year', but saying that teachers deal with it fairly, 'if they are told about it.'
- A small number of parents expressed concerns through Parent View about bullying. Inspectors followed this up closely. They were unable to find any evidence in school files or correspondence of parental complaints in recent times. Senior leaders, staff and governors also were unable to shed light on the concern.
- Attendance and punctuality are excellent. There have been no exclusions of pupils.

The leadership and management are outstanding

- The decisive and experienced headteacher, together with a very capable deputy headteacher, lead an energetic and highly motivated team of managers and staff who share the same high aspirations and ambitions for the pupils.
- The leadership of senior managers and subject leaders is exceptional, and is characterised by great attention to detail and clear understanding of responsibilities and accountability.
- The first priority of leaders in the school is to ensure that teaching is of the highest quality. While the headteacher concentrates on managing teaching, the deputy headteacher is frequently involved directly with teaching booster groups and classes during absence of staff and leading assessment .
- The high quality of senior leaders' teaching is used as exemplars for staff from the school and from other schools. Teachers have the opportunity to observe their teaching and leaders act as

coaches and mentors to other staff.

- The excellent and detailed monitoring of teaching and learning by senior and subject leaders is the key to driving improvements for all pupils. This ensures equal opportunities for all with no discrimination.
- In addition to teachers' own monitoring of pupils, regular checks on progress every six weeks by leaders enable all staff to understand what needs to be done in order to sustain pupils' already outstanding achievement.
- Teachers are never in any doubt that they are held responsible for the success of their pupils. Teachers' performance management targets are closely linked to the achievement of pupils, school priorities and their own identified personal development needs.
- Leadership and management of the Early Years Foundation Stage are outstanding. Led by an assistant head who, as a senior leader, has an overview of the Early Years Foundation Stage and Key Stage 1. She is particularly vigilant in ensuring that the transition between Reception and Year 1 is highly effective.
- The school has an excellent record of promoting high quality teaching and learning which results in outstanding achievement for all groups of pupils, and leaders have a similar record in improving identified priorities. An example is the provision of a much wider range of rich and stimulating learning opportunities than in the past. This and pupils' excellent attitudes have further strengthened their spiritual, moral, social and cultural education.
- School leaders have been very successful in providing a wide range of excellent extended care for pupils and very young children before and after school and in the holidays. The school also has a very strong and mutually supportive partnership with the adjacent Children's Centre.
- The school is supported positively by parents involved with the Parent Teacher's Association, and provides many opportunities for parents to visit the school. A good majority of parents are very appreciative of what the school provides for their children; as one parent commented, 'The support, patience and love my child has received from staff has seen him come on in amazing ways.'
- **The governance of the school:**
 - The governing body is very proactive in the life of the school. Governors bring many skills to their responsibilities through their own professions. Led by a dedicated and experienced Chair, governors work closely with leaders on all aspects of school performance. They are continually involved in the school's self-evaluation, which is accurate, perceptive and clearly identifies improvement areas. This has enabled them to realise that the accommodation for modern primary education is not always conducive to the quality of learning the school wants for its pupils, especially in Key Stage 2. Governors monitor the spending of the pupil premium grant with great care, always concentrating on pupil outcomes. They have considerable expertise in analysing performance management and applying the results to teachers' targets and their position on pay scales. The governors ensure that safeguarding through the school's exemplary practice fully meets national 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	137155
Local authority	NA
Inspection number	412419

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

Type of school	Primary
School category	Academy
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	460
Appropriate authority	The governing body
Chair	Richard Petley
Headteacher	Sally Yates
Date of previous school inspection	Not previously inspected
Telephone number	0121 3516441
Fax number	0121 3510320
Email address	enquiry@deanery.bham.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

