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23 June 2015

Mrs Jones
Headteacher
Story Wood School and Children's Centre
Hastings Road
Perry Common
Birmingham
B23 5AJ

Dear Mrs Jones

No formal designation monitoring inspection of Story Wood School and Children's Centre

Following my visit to your school on 22 June 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the behaviour of pupils at the school.

Evidence

I made several visits to each classroom and to all designated learning areas in the school. Behaviour was observed at playtime and lunchtime and the views of parents and carers were sought as they dropped their children off at school. I met with senior leaders and with two parent governors.

Having considered all the evidence I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

The school is an average-size primary school. Almost two thirds of the pupils are eligible for pupil premium funding (additional government funding for pupils known to be eligible for free school meals or who are cared for by the local authority.) This

is higher than the national average. Two out of every five pupils are from minority ethnic backgrounds and one in five pupils speak English as an additional language. One quarter of the pupils are disabled or have special educational needs. This is above the national average. More pupils than average arrive and leave the school at times other than in Reception and Year 6.

Behaviour and safety of pupils

Since the previous inspection in December 2013 you have been successful in maintaining the high standards of behaviour and the excellent attitudes to learning that were reported. You and your senior leaders have high expectations of pupils and staff. Improving provision for pupils remains at the heart of all you do. Pupils and staff agree that behaviour in lessons, around the school buildings and in the playground is very positive. This is because pupils want to behave well, they demonstrate high levels of self-control and have a clear understanding of what is expected. In addition, adults have respectful, warm and positive relationships with pupils, have high expectations of all pupils and are consistent in their application of the school's policies.

In the past the use of fixed term exclusion was well above the national average. As a result of a review of the school's behaviour policy, you have been successful in significantly reducing the number of exclusions. This is because you have introduced additional steps to support pupils who demonstrate challenging behaviour in order to help them to make better choices about their actions. You are now using exclusion as a last resort. Since the spring term 2014 there have been no exclusions at all. Pupils told me that they feel that any poor behaviour is dealt with fairly and that help is provided for pupils to help them to learn how to make the right choices.

Classrooms are well-ordered, busy and purposeful environments. Pupils respond quickly to the adults' instructions and lessons run smoothly and without incident. Lessons start briskly and engage pupils' interest. Throughout the inspection, pupils were focused on their learning, keen to share their ideas and demonstrated ambition about what could be achieved in the time given. One pupil confirmed that 'learning is always like this – busy and fun.'

In the playground relationships are harmonious. Adults supervise pupils closely and ensure that play is safe and appropriate. A good range of play equipment is provided and this keeps pupils busy and encourages them to be creative in their play. Pupils are engaging, friendly and polite and were keen to start a conversation with me. Younger pupils explained the process of 'TURTLE' which helps them to stop, think and plan a course of action if they feel angry or are having any difficulties in the playground. Older pupils explained that adults run friendship groups to help them to deal with any difficulties that arise. Lunchtime clubs are also available for those pupils who find lunchtimes difficult. In addition some pupils explained how they had benefited from learning techniques for calming themselves down if they feel angry. Any incidents of poor behaviour are thoroughly recorded and parents are involved at

a much earlier stage than they were previously. This partnership working is proving very effective.

The behaviour policy is applied consistently throughout the school. All classes, including Nursery, nominate a Very Important Person (VIP) each day. This 'VIP' receives compliments from other members of the class. Pupils say that this helps them to feel good about themselves and 'makes us realise that there is always something good you can say about everybody'. Pupils are also extremely positive about the end of term rewards for good behaviour, which they decide on for themselves, for example a visit to the cinema and a trip to have pizza. Pupils are aware that they are only invited to these events if they behave well over extended periods of time and this is helping them to take responsibility for their actions.

All pupils who spoke to me could clearly explain the schools' behaviour policy and the consequences for poor behaviour. They all agreed that school is a safe place in which to learn and play. Pupils understand clearly the difference between bullying and unkindness. They have confidence in the adults to deal with any situations that arise. Pupils were unequivocal that there is zero tolerance in the school of bullying of any sort, including racist and homophobic behaviour, and it is an extremely rare occurrence. School records confirm this to be the case. Pupils, including those who acknowledge that they sometimes have trouble behaving well, exhibited a high level of honesty about their own and others' behaviour and demonstrated that they are taught to reflect on their actions and their impact on others.

All adults are appropriately trained to ensure that pupils are kept safe, including from the dangers associated with radicalisation and extremism. The curriculum encourages pupils to develop a well-balanced view of the world and know how to keep themselves safe in a range of situations, for example coping with peer pressure.

Overall, your work to monitor, maintain and continue to improve behaviour has been effective.

I am copying this letter to the Director of Children's Services for Birmingham, to the Secretary of State for Education and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Rachel Howie
Her Majesty's Inspector

Once the school has had 24 hours to report any factual inaccuracies, the post-inspection letter is copied as appropriate to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – (including where a school is an academy)
- Contractor providing support services on behalf of the local authority - where appropriate