

Albert Bradbeer Primary Academy

Turves Green, Longbridge, Birmingham, West Midlands B31 4RD

Inspection dates

20–21 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a school that requires improvement

- Although pupils' achievement is improving, many could still be doing better in reading, writing and mathematics.
- Children in the early years are not making consistent progress. The teaching and pace of learning vary too much across the Reception Year, the nursery and the pre-school setting for two-year-old children.
- The teaching in some classes is not challenging enough. Pupils sometimes go over work already learned, leaving too little time for them to learn in greater depth. Similarly, planning across the school does not focus enough on those who can achieve more highly.
- Teachers are not always asking the right questions to deepen pupils' understanding. This slows learning and limits opportunities for pupils to master higher levels of understanding, particularly in mathematics.
- Pupils do not have enough opportunities to look over their writing and check for errors. As a result pupils make unnecessary spelling errors.
- Although reading is given high priority to sustain the current rise in standards, pupils are not reading widely or often enough.

The school has the following strengths

- This is an improving school. The headteacher is a strong and visionary leader. The headteacher, members of the interim advisory board and multi-academy trust have acted decisively to eliminate weak teaching.
- There are robust systems in place to improve teachers' performance. This lays strong foundations. Leaders demonstrate the capacity for more sustained improvement.
- The teaching is consistently good in key stage 1, and in Years 5 and 6. Differences are narrowing rapidly between the achievement of disadvantaged pupils and others.
- Pupils are well behaved, respectful and polite. There are excellent relationships between pupils and staff. The pastoral support and welfare of pupils are given high priority. The staff value pupils' work and efforts.
- The curriculum is broad, balanced and enriched with interesting topics and projects that energise pupils, and they enjoy learning.
- Pupils are effectively taught British values of respect and tolerance of all faiths, religions, customs and cultures. The school makes a strong contribution to pupils' spiritual, moral, social and cultural development.

Full report

What does the school need to do to improve further?

- Sustain improvements to teaching and learning so that pupils are offered the right level of challenge in all classes by:
 - planning work and extension tasks specifically for pupils who have the potential to reach or exceed age-related standards in reading, writing and mathematics
 - making sure that teachers and support staff routinely check that pupils correct mistakes and provide time to do this while the work is fresh in pupils' minds
 - teachers asking more challenging questions in lessons, rather than going over too much work already learned, to help pupils think harder and deeper about their learning.
- Improve teaching and learning in all three early years settings to sustain current improvements to children's learning and development by:
 - making sure that both indoor and outdoor activities engage and challenge the children, hold their interest and help them to work independently as they grow and mature
 - increasing opportunities for the children to draw, write and form their letters and numbers correctly and accurately
 - adapting tasks and activities during sessions to better meet children's needs and abilities
 - extending and improving the children's vocabulary, especially when adults engage and talk with the children.
- Sustain improvements to pupils' achievement in reading, writing and mathematics by:
 - using more consistent and effective methods to help pupils improve the accuracy of their spelling, punctuation and handwriting
 - providing more varied and interesting books for pupils to read; checking more frequently that pupils are improving their reading skills; and making sure that pupils read widely and often
 - giving more attention to planning and devising questions in mathematics lessons that extend pupils' knowledge and skills, helping them to think logically and apply the most effective calculation methods to solve problems.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the headteacher joined the school in September 2015 he has been brave, ambitious and successful in raising achievement and improving teaching. The restructured senior and middle leadership teams now consist of skilful and effective practitioners who lead by example and share a common vision for sustained improvement. Together with a more focused and effective interim advisory board (governors), leaders are securing rapid improvements to teaching and pupils' achievement.
- Leaders, governors and staff are now steering the school on a sustained course of improvement. The headteacher has been instrumental in leading this recovery and has already laid strong foundations during restructuring to reduce inconsistent practice and raise standards.
- The large majority of parents and carers that inspectors spoke with agree that the headteacher, assistant headteachers and staff are making a real difference. A small number of parents responded to the online questionnaire, Parent View, and just under half of these disagree with the positive views of most parents. This is an indication that there is still more work to be done to sustain improvements and to show all parents that the school is now improving rapidly.
- The combined efforts of senior leaders, governors and the Education Central Multi-Academy Trust are having a positive impact on school improvement. Inspection evidence confirms that standards are rising after a period of decline; teaching is improving well across the school; pupils who had previously underachieved are catching up on lost ground; attendance rates are rising and persistent absenteeism is reducing. There is now good capacity for sustained improvement to teaching and learning right across the school.
- Senior leaders and staff with specific or subject management responsibilities monitor and undertake accurate evaluations of teaching. They provide effective support and guidance to staff through well-devised training, including that provided by the support and challenge teams across the trust. There are good opportunities for leaders and staff to see and share best practice with other staff in the trust and in the local cluster of schools. Where action is needed to improve weak practice or to develop the skills of teachers, leaders provide appropriately tailored teaching plans and implement effective performance management measures to check and scrutinise improvement. The restructuring of staff roles and responsibilities is closely linked to pay progression and pupils' progress and performance.
- Leaders' action plans and the school's development plan identify the right priorities for improvement. These priorities are identified through systematic and routine monitoring of pupils' work and assessments, and from direct observations of teaching. Nevertheless, leaders know that there is still more work to be done to address some key weaknesses in teaching, such as teachers' questioning and the pace of learning and challenge being offered to middle- and higher-ability pupils.
- The current re-structuring of early years provision will be completed for the start of the next school year. Leaders are fully, and rightly, aware that the inconsistent

expectations and pace of learning across the early years is an immediate priority for improvement. Current assessments show early signs of successful and positive impact as more children than previously are on track to reach a good level of development in the Reception classes.

- The training and professional development of teachers and support staff have improved markedly since the school became an academy. The trust's school improvement team commissions consultants and experts to support, advise and train staff. Newly qualified teachers, for example, receive additional and enhanced support from this team after completing their first year of teaching. This is very well received by staff.
- The school's curriculum is stimulating, varied and excites pupils. Older pupils told an inspector that they enjoy school because, as one group agreed and stated, 'We learn about the world around us in geography and science and our teachers make lessons really interesting.' The pupils described the recent occasion when a theatre group brought in mock 'animal specimens' for pupils to explore during a science topic called 'blood heart'. This improved pupils' understanding of human anatomy and the blood circulatory system. The University of Wolverhampton has supported other work, for example on nutrition and healthy eating. The staff plan a programme of stimulating themes and topics that sit alongside subjects of the national curriculum, including religious education, a modern foreign language (French), physical education and the creative arts, including music and fine art.
- Pupils develop mature and balanced views about cultural and religious diversity. The staff make a strong contribution to pupils' welfare and spiritual, moral, social and cultural development. There are very good opportunities for pupils to learn about other faiths, customs and traditions through religious education, the arts, music, themed topics, projects and educational visits. The school is successful in promoting a strong emphasis on British values of tolerance, respect for democracy and on equality, which prepares pupils very well for life in modern multi-cultural Britain.
- Leaders and governors make good use of additional funding and monitor its impact. The primary school physical education sports premium is used well to provide a range of opportunities and resources for pupils to engage in team games, sports and activities that promote healthy and active lifestyles.
- Additional funding for pupils eligible for the pupil premium is targeted well at those that need to catch up. Funding for pupils who have special educational needs and/or disabilities is similarly used effectively. Support for these pupils is tailored well to meet their specific learning needs. Accurate assessments of pupils' progress and teachers' performance help leaders identify the achievement of disadvantaged pupils early to plan appropriate interventions and support so they can catch up quickly. The most recent assessments show that differences are narrowing quickly in reading, writing and mathematics between the achievement of disadvantaged pupils and others across the school and nationally.
- Since the school converted to become a primary academy in September 2014, the Education Central Multi-Academy Trust acted decisively to identify the strengths and weaknesses of leadership, governance and teaching. As a result, there have been many staff and leadership changes since the predecessor school's previous inspection in 2012. The subsequent appointment of a headteacher with a strong track record was

essential and key to turning the school around from a previously weak position. The trust and the interim advisory board have therefore been effective and instrumental in securing improvement through the intelligent recruitment of strong leaders and teachers.

Governance of the school

- Because of previous weakness in governance, the Education Central Multi-Academy Trust acted decisively soon after the appointment of the headteacher by disbanding the former governing body and establishing a board of governors who had the necessary skills and track record in school improvement to form the interim advisory board. There is now effective governance which oversees and challenges leaders and staff to sustain improvements to the school.
 - The chair is very focused on seeing through the current interim arrangements, and has established with the rest of the advisory board clear plans for transitioning towards a more conventional local governing body.
 - Members keep in regular touch with senior leaders to hold them and the staff to account for pupils' achievement and staff performance.
 - Board members receive an accurate overview of the quality of teaching and pupils' achievement from leaders and their direct involvement in the governance of the school marks a significant stage in the school's improvement. The primary reasons for the move towards a temporary board was to reverse a trend of decline in the school's effectiveness and establish more accurate assessments of teaching and pupils' achievement. Successful recruiting of strong leaders and teachers to work with staff has been influential in improvement across the school.
 - Members of the board have a good understanding of assessment information, enabling them to challenge underperformance. They are fully aware of the improvements and priorities reported to them, including the way teachers and support staff are reducing the differences between the achievement of disadvantaged pupils and that of other pupils nationally who are not disadvantaged.
 - The headteacher and board members take effective decisions about the deployment of resources to support pupils who have special educational needs and/or disabilities. The board has good oversight of the school's funding for pupils who have additional needs and resources allocated for disadvantaged pupils. For example, the appointment of a family support worker is helping to improve the attendance and punctuality of pupils from vulnerable and hard-to-reach families.
 - Members of the interim advisory board have the necessary experience and skills to ensure that the school sustains improvement. The plans for transition to a more conventional governing body are measured and sensible. These include recruiting from the local community, including parents and the business community, and training prospective governors who will in the first instance join the board and work alongside them.

Safeguarding

- The arrangements for safeguarding are effective.
- The arrangements for safeguarding are robust and fit for purpose. There is a vigilant culture of safeguarding and all leaders, staff and governors regard this as high priority to make sure that pupils are happy and safe in school.
- Teachers, and support and administrative staff are well trained. Administrative staff diligently check and verify the identity of visitors, including inspectors, when they arrive at school. The electronic entry identification system is secure and pupils feel safe and secure because everyone visiting or working in the school has been identified and checked.
- Both governors and staff keep up to date with legal requirements and undertake regular reviews of the school's child protection and safeguarding policies. The safety and well-being of children in all three early years settings (pre-school nursery day care, Nursery class and the two Reception classes) are well managed. The early years welfare requirements are fully met.
- Pupils and the parents spoken with by inspectors were unanimous in their belief that pupils are safe in school. Pupils say that the staff and other pupils make them feel very safe, valued and secure. The formal registration arrangements for volunteers, supply staff and site maintenance workers are robust and secure. Risk assessments of all indoor and outdoor activities are systematic and inform staff about the necessary precautions to take, including supervision and transport arrangements when off site.

Quality of teaching, learning and assessment

Requires improvement

- Outcomes from test results, work in pupils' books and assessments show that in some classes pupils could be doing better. In particular, the most able pupils and those of middle ability are not always provided with work that stretches their thinking and allows them to develop higher skills. However, inspection findings also confirm that teachers are increasingly adopting more consistent practice which is having a positive impact on raising standards and improving pupils' achievement.
- The majority of responses from the parents inspectors spoke with during the inspection confirm that they are pleased with the improvements to teaching. However, there is still more to be done to ensure a consistent pattern of good achievement in all classes and phases of the school, including the early years.
- Teachers and support staff do not always probe or extend pupils' learning enough. When questioning pupils during class and group discussions, teachers are not vigilant enough in checking whether pupils fully understand or if there are any gaps in their learning.
- In some lessons, teachers do not expect pupils to look over their work for mistakes or errors. As a result, in some classes pupils make repeated spelling and punctuation errors and the form and structure of their handwriting is not improving enough. There are also occasions when pupils are not writing at sufficient length, reflecting inconsistent expectations for work and progress in some classes.
- In mathematics, there is a tendency for pupils to repeat calculations that are too easy

before moving on to harder problems. The most effective teaching, particularly in Years 5 and 6, enables pupils to think logically and tackle complex number calculations, and staff make sure that pupils understand the next steps in their learning. In key stage 1, pupils' achievement is improving rapidly because staff set more challenging tasks and question pupils to extend their thinking. However, these strong features of teaching are not yet common practice in all classes, resulting in some pupils making slower progress.

- The teaching of phonics (letters and the sounds they represent) has improved well in the early years and key stage 1. As a result, standards are improving well by the end of Years 1 and 2. There is still scope, however, for pupils across the school, including in key stage 2, to read more often and more widely to extend their vocabulary and experience of different genres and authors.
- Most lessons are well structured, pupils are managed well and positive relationships are developed. Pupils show keen attitudes to work that contribute well to their learning. They sustain their concentration and interest for lengthy periods, particularly when involved in solving open-ended problems in mathematics. Displays around the school are bright and reflect the wide range of opportunities on offer to the pupils, as well as the strong contribution that the school's planned curriculum makes to pupils' personal development.
- Both teachers and support staff plan work and teach small groups of pupils who have special educational needs and/or disabilities. These pupils make similar rates of progress to other pupils, although the quality of support varies. The most effective practice involves clear direction from teachers and support staff and regular checks to make sure pupils who have additional learning needs make good progress. In some sessions, however, adults do not intervene enough and, like other pupils in the class, the pupils in the group make mistakes that are left uncorrected.
- New arrivals and the small number of pupils in the early stages of learning English are provided with support that is well planned to meet their needs. These pupils quickly settle into school and work with their classmates effectively.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- 'I love coming to school', 'Our teachers make learning fun', 'We learn to share and cooperate and it is easy to make friends at this school' were some of many comments made by pupils. Pupils have excellent opportunities to contribute to their school community. School councillors, librarians and play buddies all contribute to supporting pupils and staff in a harmonious and positive school community.
- Pupils respond very well to the excellent opportunities they have to study special topics, engage in creative art and craft or take part in special visits to places of interest. For example, older pupils recently participated in adventurous activities during a residential visit to Wales and many told an inspector how this helped them to improve their team building skills and do things they had never experienced before that

really challenged them. The range of activities and special themes studied by pupils enable them to improve their personal and social skills. As a result, they develop into mature and sensible young people who are ready for the next stage of their education and adulthood.

- Pupils who have social, emotional or mental health needs are nurtured and cared for exceptionally well. They feel safe and secure in school and adults engage with and monitor how well these pupils settle and achieve in school. There are positive relationships between all pupils and staff so that pupils know they can trust anyone and can share their concerns with any adult if they have any concerns or worries. Nearly all the parents that inspectors spoke with confirmed that the staff are very caring and approachable and parents feel confident in the nurture and welfare provided for their children.
- There are very good opportunities for pupils to learn about other faiths, customs and traditions through religious education, the arts, music, themed topics, projects and educational visits. The school is successful in promoting British values of respect for law and democracy and a strong emphasis on tolerance and equality, which prepares pupils well for life in a modern democratic Britain. These opportunities make a strong contribution to pupils' spiritual, moral and social development.
- Pupils have a good understanding of how to keep themselves safe when playing outside and when using the internet. During the inspection, pupils were able to explain the precautions they need to take when using computers, including the use of online messaging sites. Pupils say that bullying is rare. Pupils confirmed that the few incidents, like name-calling or teasing, are dealt with very well by leaders, teachers and support staff.

Behaviour

- The behaviour of pupils is good.
- In nearly all of the lessons observed, inspectors found pupils to be attentive and well behaved. Pupils are keen to learn and do their best. They cooperate well when working in groups or with a partner, and are willing to tackle problems, demonstrating resilience and perseverance.
- Pupils behave well and safely outside of lessons. They are trusted to take on responsibilities, such as ambassadors, monitors, librarians or when looking after younger pupils at break times. School councillors make a significant contribution to their school community and come up with ideas and suggestions to improve the school.
- Class teachers and supervisory staff keep diligent records and logs of incidents of poor behaviour, racism or bullying. These incidents are very rare and records show a significant reduction in cases.
- Pupils have good manners, are polite and they show respect for others' feelings. They are helpful and courteous to adults and visitors, and are helpful and respectful to pupils with disabilities or when a child has an accident. In these instances, they are quick to volunteer to alert an adult or seek help. Pupils appreciate the efforts of others and often applaud or comment on how well another pupil is doing. For example, when pupils present their work to others in lessons, pupils listen attentively and encourage

others to do their best.

- In a few lessons observed, pupils strayed off task because the teaching was not challenging them enough. In these lessons, pupils were not expected to produce enough work because the staff were less vigilant when pupils worked independently and expectations were not high enough.
- Leaders and staff keep robust records and monitor patterns of absence well. Staff have worked well with parents to encourage pupils to attend regularly and to come to school on time. As a result, attendance is improving and is in line with the national average. The school is also using effective measures working with families to reduce persistent absence rates.

Outcomes for pupils

Requires improvement

- Senior leaders have correctly identified that there is still work to do to sustain improved achievement in all classes and for all pupils. Pupils are increasingly making better progress than previously. However, last year's national assessments and test results show that pupils made uneven rates of progress in the past in relation to their starting points. This reflects inconsistencies that existed in the quality of teaching.
- Last year's national assessment results for children in the early years and for pupils in key stage 1 show that standards were below the national average in reading, writing and mathematics. At key stage 2, results were better as they showed that pupils reached average standards in reading and mathematics although below average standards in writing. However, last year's results showed that pupils in Year 6 made good progress in reading and mathematics because of a concerted effort by leaders and teachers to raise standards.
- The results last year reflect a mixed picture and demonstrate that previously the teaching had significant weaknesses. However, pupils' work in books and assessments show that, increasingly, the teaching is helping pupils to catch up on previously lost ground.
- Leaders have started to make significant inroads into reversing this trend of decline. Currently pupils in key stage 1 are on track to reach much higher standards than previously. In addition, the teaching of phonics is much improved and more consistent so that the proportion of pupils in Years 1 and 2 expected to reach the required standards compare favourably with last year's national figures. At key stage 2, pupils in Years 5 and 6 have caught up rapidly and a significant proportion are on track to reach the higher standards and exceed age-related standards in reading, writing and mathematics. However, in some classes, the most able pupils are not working in sufficient depth because this level of work is not provided for them.
- There are significant improvements to pupils' achievement in most classes. Comparisons with last year's national figures and current assessments also show improvement. In both key stages 1 and 2 the difference between the attainment and progress of disadvantaged pupils and that of others nationally who are not disadvantaged are closing rapidly in reading, writing and mathematics. This includes the most able disadvantaged pupils, where in Year 6, for example, they are making rapid progress.

- Reading standards are improving well across the school, although discussions with pupils and observations of them reading aloud show that there is scope to increase opportunities for them to read widely and more often. The most able pupils are not reading enough challenging texts or experiencing a broad enough range of genres and authors.
- Standards in writing are improving well across the school, although more attention is needed when pupils write independently to help them correct spelling and punctuation errors. In mathematics, the proportion of pupils reaching or exceeding age-related standards is increasing well, reflecting significant improvements to teaching. However, there is still room for improvement to make sure that teachers check that pupils are challenged enough and that they fully understand the methods of calculation they use when solving problems.
- Most pupils who have special educational needs and/or disabilities make good progress, although this is inconsistent in some classes. The work planned and interventions provided for pupils who have additional needs include one-to-one support provided by skilled teaching assistants. The most effective learning for these pupils includes vigilant support by adults, although like other pupils, in some lessons the work provided is not challenging enough.
- The small number of pupils who join the school speaking little or no English do well and settle very well. They make friends easily and soon learn to converse with their classmates in English. Teaching assistants and teachers make sure that these pupils are well supported in lessons.

Early years provision

Requires improvement

- Most three- and four-year-old children start school with skills and abilities that are below those expected for their age, particularly in language and communication. There is some good practice that is raising standards but this is not yet consistent or sustained enough in all classes across the early years. As a result, the teaching requires improvement.
- Inconsistent expectations are reflected in last year's national assessment outcomes. The percentage of children in 2016 reaching a good level of development was below the national average. Leaders have started to address this by restructuring the way the early years is organised and managed. There are also advanced plans in place to relocate the nursery for three-year-olds and the Reception classes so there is more outdoor space, better supervision and oversight, as well as more accessible space for indoor resources.
- This year's changes to staffing and leadership in the early years are starting to make a difference and are a step in the right direction. Current end-of-year assessments have been moderated externally and show that the proportion of children in the Reception classes reaching a good level of development is in line with last year's national figure. This is a good improvement and is also backed up by more effective teaching of phonics that prepares the children well for their transition into Year 1.
- Children in the two-year-old setting are very well cared for but the attention given to early language and number is not as strong as it should be. The children in both the

two- and three-year-old settings are settled and used to the routines provided. However, adults are not preparing enough challenge or variety for the children to explore language and develop a clear understanding of numbers and shapes.

- In the Reception classes, routines are well established but the children are sometimes waiting too long before moving on to different activities. As a result they get fidgety and are not making enough progress.
- Children in both the Nursery and Reception classes are increasingly getting opportunities to improve their writing and letter formation, but there are occasions when adults do not intervene enough to correct mistakes. The same is true of number work, there are significant improvements to the way children learn to count and form numbers, but adults have inconsistent expectations for work and progress in early mathematics.
- Children throughout the early years enjoy talking to their classmates and engaging with adults. More attention is now needed to improving speech and language as adults miss opportunities to extend children's vocabulary through more planned activities that encourage children to talk and share ideas.
- Outdoor learning is usually stimulating and varied and children in both the Nursery classes and Reception Year benefit from practical learning, such as experimenting with water chutes and containers, construction activities or modelling sea creatures with clay and dough. These activities successfully develop children's fine motor skills. However, adults do not always extend these activities by asking more questions that help children think harder or by recording their ideas in writing and pictures.
- Children show good attitudes to school and learning and they are well behaved and attentive when engaged in stimulating and challenging activities. Adults engage well with both children and their parents or carers so that early relationships with families are effective and trusting. The headteacher manages induction arrangements very well and parents say that their children's introduction to the school is smooth and well organised.
- There are early signs of improvement to the leadership and management of this area which are reflected in the rise in the proportion of children reaching a good level of development by the end of the Reception Year. The priorities for further improvement in the school's development plan and current restructuring of the early years are already showing impact. Assessments are regular and help to monitor how well each individual child is doing, as well as providing parents with evidence of their children's progress and development.

School details

Unique reference number	140889
Local authority	Birmingham
Inspection number	10032536

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

Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	561
Appropriate authority	Interim advisory board
Chair	Ian McGuff
Headteacher	Charlie Chambers
Telephone number	0121 464 2356
Website	www.abprimary.bham.sch.uk/
Email address	enquiry@abprimary.bham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Albert Bradbeer Primary Academy converted to become an academy school in September 2014. When its predecessor school, Albert Bradbeer Primary School, was last inspected by Ofsted in 2012 it was judged to require improvement.
- This is a large primary school. The large majority of pupils are from White British backgrounds. Other pupils come from a broad range of heritages and mixed backgrounds that include African, Caribbean, Indian and Eastern European heritages. A very small number of pupils join the school speaking little or no English.
- Since the predecessor school's previous inspection in 2012, the interim advisory board has extended early years provision by taking over the original children's centre

childcare facility for two-year-olds. The provision is staffed by qualified adults who are key workers and manage no more than four children each. The early years now comprises this pre-school setting for two-year-olds; three-year-old provision in the Nursery class for children who all attend part-time; and two Reception classes for four- and five-year-olds who all attend full-time.

- The percentage of pupils who have special educational needs and/or disabilities is similar to that of most schools and includes mainly pupils who have moderate learning difficulties and/or speech, language and communication needs. A small number of pupils have physical difficulties or hearing impairment and some pupils have social, emotional and mental health needs, or an autistic spectrum condition.
- The percentage of pupils eligible for pupil premium funding is high compared with most schools.
- The school met the government's floor standards in 2016, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a morning breakfast club and after-school clubs for pupils.

Information about this inspection

- Inspectors carried out lesson observations. Some of these were undertaken jointly with the headteacher and assistant headteachers. Inspectors spoke to pupils during lessons about their work and progress. They also checked samples of pupils' recorded work and met with groups of pupils to discuss their work, behaviour and safety, or to hear them read. Inspectors spoke to pupils informally during break and lunchtimes to ask them their views about the school. Inspectors observed pupils' behaviour and safety in the playground and at other times. An inspector observed a school assembly.
- The inspection considered a range of school documentation including: leaders' and governors' own evaluations of the school's effectiveness; the school's development plans; information about pupils' achievement, progress and performance; and documents related to governance, teaching, behaviour, attendance and safeguarding.
- Inspectors held discussions with the headteacher, assistant headteachers and other members of teaching and support staff. The lead inspector met the chair of the interim advisory board (IAB) and the director of primary education at Education Central Multi-Academy Trust (ECMAT), who is a senior representative of the trust that manages this and nine other primary schools. Part of the discussions with the IAB and ECMAT provided additional evidence which will contribute to a focused review of ECMAT. This review will take place the week after this inspection and is carried out by Her Majesty's Inspectors.
- Inspectors spoke to a number of parents and carers to seek their views about the school. Inspectors considered the 26 responses from parents to the online Ofsted questionnaire, Parent View, as well as surveys of parents' views carried out by the school.
- Inspectors spoke to all teaching staff to provide feedback on lessons observed. Inspectors also considered the views expressed by staff about how well they are supported in carrying out their duties and responsibilities.

Inspection team

Charalambos Loizou, lead inspector	Her Majesty's Inspector
Martina Abbott	Ofsted Inspector
Matt Wilson	Ofsted Inspector
Chris Bandfield	Ofsted Inspector

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