

# Inspection of Albert Bradbeer Primary Academy

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

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Inspection dates: 9–10 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this school?**

Pupils are happy in this school and enjoy learning. Teachers make lessons interesting and help pupils to do their best. Pupils know that all the staff care about them.

The school motto is 'We CAN: Citizenship, Aspiration, Nurture'. Leaders encourage pupils to aim high. Leaders and staff want and achieve the best for all their pupils. Leaders have planned a curriculum that helps pupils understand their local area and the world they live in.

Pupils' attendance has improved. Leaders have put in place rewards and celebrations to encourage each child to come to school daily. Pupils behave well. They respond to praise and encouragement. Routines are well established. Pupils understand what bullying is. They say it happens very rarely. Inspectors agree. If it does happen, pupils know whom to speak to and then they say, 'it stops'.

Pupils raise money for local charities, for example by holding a Macmillan coffee morning. They help the community by collecting food for the harvest festival at the local church. Pupils take part in different clubs such as those for football and the Children's University. Parents and carers are very positive about the school. 'My child has flourished since joining this school,' is typical of parents' views.

## **What does the school do well and what does it need to do better?**

Children in early years settle well because staff are caring. They enjoy learning and make strong progress. Staff have high expectations. They develop children's language and communication skills well by talking to them lots. Staff listen carefully to children and value what they say. Indoor and outdoor activities help children to develop their reading, writing and mathematical skills. For example, children enjoy writing shopping lists and measuring worms made of modelling clay. Parents receive weekly news sheets so they can support their children's learning at home.

Leaders have thought carefully about what they want pupils to learn. They have designed a curriculum that builds pupils' knowledge and skills over time. Pupils learn about the area of Birmingham they live in and its history. They then move on to learn about other parts of the world. Detailed plans are in place for subjects such as history, geography and personal, social, health and economic (PSHE) education. Lessons link together, which helps pupils to know and remember more. Teachers receive training so that they can teach subjects well.

Pupils do well in reading, writing and mathematics. Pupils use interesting vocabulary to bring their writing alive. In mathematics, pupils explain their thinking clearly. They apply their knowledge to solve 'real-life' mathematical problems.

The teaching of reading begins at the start of Reception. Children in early years

learn rhymes and enjoy listening to stories. In Year 1, teachers make regular checks on the sounds that pupils know. They use this information to plan what to teach next. Pupils who find phonics difficult receive the help they need to catch up. Pupils use their phonics skills to sound out unfamiliar words. They learn to read 'tricky' words. Pupils read fluently. They enjoy reading. By the time pupils move into Year 6, most are very confident readers.

Teachers encourage pupils to think about what they have learned in each lesson. Pupils fill out a grid to let teachers know how they think they are doing. However, in some classes, pupils are not sure about the mistakes they have made, nor how to improve their work. This is because teachers do not check pupils' understanding carefully enough, nor discuss with them what they need to do to improve their work.

Pupils are polite and friendly. In most lessons, pupils listen carefully and work hard. They follow instructions carefully. Some pupils said sometimes they were 'silly', but teachers help them learn how to be calm and work hard. At breaktimes and lunchtimes, pupils play happily together. They share equipment and look after one another.

Pupils enjoy a wide range of visits. They know how to keep healthy by eating healthily, drinking water regularly and looking after their personal hygiene. They enjoy having responsibilities. For example, pupils in the eco-team are passionate about reducing the use of plastics.

Staff support pupils with special educational needs and/or disabilities (SEND) well. Staff help pupils with SEND to be successful. Consequently, they make strong progress in their academic, social and emotional development. Pupils value the help they receive.

The University of Wolverhampton Multi Academy Trust knows the school well. Leaders welcome the support, training and challenge the trust provides.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff take safeguarding seriously. Staff are well trained. They know the signs of neglect or abuse. They know how and when to report concerns. Policies and procedures are thorough and well established. All staff go through the required checks before they start work. Leaders provide effective support for vulnerable pupils and their families.

Pupils learn how to keep themselves safe. For example, pupils in Year 2 talked confidently about 'stranger danger'. Pupils know how to keep themselves safe online. For example, they understand why they should not talk to someone they do not know.

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

## **(Information for the school and appropriate authority)**

- In some classes, pupils do not know what they need to do next to improve their work. Some teachers do not check that all pupils have understood important ideas before moving them on to another topic or activity. Leaders should make sure that all teachers check pupils' understanding and use the information to inform their planning and delivery of the curriculum.

### **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

### **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	140889
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10111678
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	449
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Ian McGuff
<b>Headteacher</b>	Charlie Chambers
<b>Website</b>	<a href="http://www.abprimary.bham.sch.uk">www.abprimary.bham.sch.uk</a>
<b>Date of previous inspection</b>	20–21 June 2017

## Information about this school

- The school has undergone some significant staff changes since the last inspection. New teachers have joined the school, some in leadership roles. Two new deputy headteachers took up post in September 2018.
- The school runs a before- and after-school club.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors studied the school's website and documentation relating to governance, safeguarding and pupil premium funding.
- Inspectors met with the headteacher, two deputy headteachers and other leaders. They met with teaching and non-teaching staff, including newly qualified teachers. The lead inspector met with the vice-chair of the local governing body and the director of academies for the University of Wolverhampton Multi Academy Trust.
- Inspectors met with key staff responsible for safeguarding. They checked the single central record and procedures for recruiting staff. They also discussed

procedures and policies relating to safeguarding and the welfare of pupils.

- A key focus for the inspection was the quality of education in reading, mathematics, history, geography and PSHE education. Inspectors visited lessons with senior leaders, looked at pupils' work and met with pupils and staff. One inspector observed phonics teaching and heard pupils read.
- An inspector spoke to parents at the start of the school day. The lead inspector considered the 17 responses to Parent View and the 16 free-text responses. There were no responses to either the pupil or staff questionnaires.
- The lead inspector observed part of the harvest festival in the local church. Another inspector visited the before- and after-school club.

### **Inspection team**

Tina Willmott, lead inspector	Ofsted Inspector
Anne Potter	Ofsted Inspector
Michael Appleby	Ofsted Inspector

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