

# Inspection of Court Farm Primary School

Tedbury Crescent, Erdington, Birmingham, West Midlands B23 5NS

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Inspection dates: 26–27 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

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

Raising aspirations is at the heart of Court Farm Primary school. Leaders want pupils to do well academically and personally. Pupils are encouraged, challenged and supported to do their best. Leaders are deeply committed to ensuring that pupils can 'dream, believe, achieve'.

Pupils try hard with their learning. They concentrate on what they are doing and enjoy working together. They are getting much better at remembering what they have learned. They love to talk about what they know. They share information and key facts with confidence. Teachers help them to make links between different subjects.

Despite extensive building work during the inspection, the school was very calm. Routines and expectations are clear. Everyone focuses on learning. Pupils have positive attitudes and behave well in school. They are polite and use good manners. Pupils show respect to those around them. They are friendly and welcome visitors warmly.

Parents and carers say that their children are well cared for. Pupils sense the nurturing environment and say that they feel safe. They develop a good understanding of the difference between bullying and being mean. Adults help them to deal with any bullying if it happens. Relationships across the school are very positive.

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

Leaders have continued to improve and develop the curriculum since the last inspection. They make sure that it takes account of national curriculum expectations. In English, mathematics, geography and history, pupils build well on what they already know and can do. For example, pupils link new learning about the Home Front with work done on the Whittle engine. Leaders are working with staff to ensure that subjects such as art, music and physical education (PE) are also taught in a logical order. Leaders are passionate about ensuring that the curriculum meets the needs and interests of all pupils.

The school teaches reading really well. All staff are well trained and keen to ensure that every pupil becomes a fluent, confident reader. Pupils quickly learn their sounds and begin to use them when reading and writing. Teachers give them reading books that match the sounds they know. Skilled adults support any pupil who struggles to keep up. Pupils develop the skills they need to read for meaning. Staff and pupils enjoy the 'Love to read' sessions where they sit and read for pleasure. More pupils are now reaching the higher levels in reading.

Pupils enjoy mathematics. They say that 'it makes our brains work really hard'. Teachers help pupils to think deeply about what they are doing. A wide range of resources are used well to help pupils understand. Teachers have good subject

knowledge and plan what pupils are going to learn step by step. They adapt the learning to meet the needs of different groups of pupils, such as those with special educational needs and/or disabilities (SEND) or those who lack confidence in mathematics.

Leaders want the very best for the pupils. They make sure that staff are well trained and have a good knowledge of the subjects they teach. New subject leaders are well supported. They are enthusiastic about the work they do to improve the curriculum. All staff appreciate the ongoing training opportunities. They work together as a strong staff team.

Pupils with SEND are encouraged to be as independent as possible. Staff are very aware of individual needs and encourage pupils to do their best. They plan additional learning opportunities to help pupils make progress. The special educational needs coordinator (SENCo) works closely with parents and external agencies to make sure pupils get the help they need.

All staff are committed to supporting pupils' personal development. They provide many opportunities, including a range of residential experiences, to help pupils develop confidence and resilience. Pupils are tolerant and display a strong sense of fairness and equality in the way they treat each other. They are keen to help and take on responsibilities. They display a sense of moral purpose. For example, pupils were quick to suggest ways to fundraise following an assembly by a local hospice. Leaders make sure that pupils' voices are heard.

Pupils get a great start to school in the early years. This is because leaders and staff have high expectations of what pupils can do from the very beginning. Children develop skills in reading, writing and number. They are eager to use these when working independently. Adults bring learning alive and help children to make links with the real world. Children share ideas, listen carefully and encourage one another. Relationships are very positive.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff really care about the well-being of every child. They know the pupils well and are vigilant. Leaders ensure that staff are well trained and know how to report a concern. Designated safeguarding leaders work closely together to make sure vulnerable children and families get the help they need. They are skilled at breaking down barriers between families and external agencies.

Local police community support officers work with the school, teaching pupils how to keep themselves safe. Older pupils learn about how to avoid getting drawn into gang and knife crime. All pupils learn how to use the internet safely.

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

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

- Leaders have developed a broad, engaging curriculum for pupils from the early years to Year 6. It is particularly well planned and sequenced in English, mathematics, history and geography. However, not all of the foundation subjects are sufficiently coherently planned and sequenced yet. Leaders should continue to develop a coherent progression through the curriculum for each subject area.
- Leaders provide continuing professional development for all staff. Previous training has enabled teachers to be skilled in teaching reading, writing and mathematics. Leaders should continue to support all staff to further develop their subject knowledge, particularly in the foundation subjects.
- Some curriculum leaders are new to their role. Senior leaders should help subject leaders develop their expertise so that they can fully support teachers to put the curriculum into practice.
- Pupils achieve standards broadly in line with the national averages at the end of Reception and Year 2. Standards at the end of Year 6 have continued to improve. Pupils are now reaching the higher standards in reading, for example. Leaders should continue to improve standards by the end of key stage 2.

## 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>	103267
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10122508
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dawn Edwards
<b>Headteacher</b>	Madeleine Bromley
<b>Website</b>	<a href="http://www.courtfrm.bham.sch.uk/">www.courtfrm.bham.sch.uk/</a>
<b>Date of previous inspection</b>	18–19 May 2016

## Information about this inspection

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

- We visited lessons in all year groups. We talked to pupils about their learning and experiences in school. We looked at pupils' work in a range of different subjects to see how well the curriculum was applied. We focused on reading, mathematics, history, geography and PE.
- We met with the headteacher, deputy headteacher and assistant headteacher. We also met with subject leaders for mathematics, history, geography and PE. An inspector met with the SENCo to discuss provision for pupils with SEND. The lead inspector held discussions with the chair and vice chair of governors. She also held a discussion with the school's challenge partner and spoke to a representative of the local authority on the telephone.
- We met with groups of teachers, including those who are new to the school, to discuss how they are supported to develop their skills, knowledge and understanding.
- We scrutinised a range of documentation, including school policies, curriculum documents, safeguarding information, including the checks that leaders make on staff prior to employment, minutes of governors' meetings, and published

information about pupils' performance. The school website was also scrutinised.

- We spoke to parents at the end of the first day of inspection and again at the start of the second day. The lead inspector considered the 14 responses to Parent View and the nine free-text responses.
- The lead inspector considered the nine responses to the staff questionnaire.

### **Inspection team**

Nicola Harwood, lead inspector

Her Majesty's Inspector

Marie Conway

Ofsted Inspector

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