

Inspection of a good school: Stirchley Primary School

Pershore Road, Stirchley, Birmingham, West Midlands B30 2JL

Inspection dates:

14–15 January 2020

Outcome

Stirchley Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy school. They attend regularly. They are excited to learn through the wide and well-planned range of subjects on offer. Year 6 pupils spoke enthusiastically about their recent trip to a Birmingham art gallery. This was linked to their studies of artist Patrick Hughes. All pupils in Year 4 learn to play the violin.

Pupils behave very well and show respect for each other's differences. Leaders base their high expectations for all pupils on the school's 'ACORNS' values. These are: active learners, confident, open-minded, responsible, nurturing, successful.

Leaders keep pupils safe. Parents agreed overwhelmingly that their children are happy and safe. Pupils spoken to confirmed this. The behaviour and bullying logs are almost empty. Leaders deal with any incidents effectively. Pupils have the opportunity to reflect on the consequences of their actions.

Over the last three years pupils have done very well in reading, writing and mathematics by the end of key stage 2. However, there was a dip in progress and standards in 2019, particularly in reading. Teachers challenge pupils to do as well as they can in mathematics. Those who find reading difficult are supported by reading books regularly that are appropriate to their knowledge of letters and sounds.

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

Children settle quickly into early years routines. Those in Nursery start reading promptly so that they are well prepared for Reception. Pupils in key stage 1 read regularly and often. Staff work effectively with parents, encouraging them to support their children's reading at home. Pupils start a new book as soon as they are ready to move on to the next one in the reading scheme. Consequently, they read books linked to the letters and sounds which they have learned.

Standards in reading are high at the end of key stage 1. However, there was a fall in the proportion of Year 1 pupils achieving the phonics standard in 2019. There is some variability in the extent to which the weakest readers have consistent access to expert provision in early years and key stage 1.

In mathematics leaders and teachers plan work that helps pupils to learn and remember more. The curriculum design allows pupils to revisit aspects regularly, such as number bonds or fractions. This occurs each term throughout the year. Pupils can revise and practise concepts or work in greater depth before moving on. Pupils, including the most able, relish the word problems and challenges that extend their thinking. Pupils understand the purpose of mathematics. They can apply their learning to real-life situations such as medicine and shopping.

Pupils experience a well-planned sequence of art lessons. This enables them to build on the learning that starts in early years. Children in Reception have learned about shades of colour. By Year 6 pupils can work with an extensive range of shades. They also know the meaning of key vocabulary such as 'hue', 'tint' and 'tone'. Pupils learn about major artists from around the world. In Year 2 they have worked in the style of Kenyan artist, Martin Bulinya. Older pupils know of Picasso, O'Keefe and Da Vinci. Year 6 pupils are not as familiar with architecture. Those spoken to could not recall any well-known architects they have studied.

Leaders have effective systems in place to check regularly how well pupils are doing in every subject they study.

Pupils' learning is virtually free of low-level disruptive behaviour. Pupils behave very sensibly and courteously around school. Older pupils look out for the needs of younger ones.

Parents praised the pastoral support where their children have special educational needs and/or disabilities. The proportion of pupils eligible for special educational needs support is rising. It is now well above the national average. Very few pupils have an education, health and care plan, however. Leaders recognise they need to check whether pupils are receiving the appropriate level of support and provision. This is because of the growing number of pupils with complex and additional needs.

Leaders and governors know their school well. They have accurately identified the areas where they need to improve. All parents who responded to the survey said they would recommend the school to another parent.

Leaders plan well for pupils' personal development through the wider curriculum. Pupils know of the importance of mental health. They have experienced democracy through the whole-school hustings and elections for house captains.

Leaders have reduced teachers' and coordinators' workload. Staff are highly appreciative of the way leaders have done this in such a small school. Leaders ensure that staff have sufficient time to carry out a wide range of responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to carry out their roles. Staff spoken to were clear about the procedures they must follow should an incident arise. Incidents are very rare but when they occur leaders follow them up promptly and thoroughly. They keep records scrupulously and securely. Governors are well informed about their duties. They make appropriate and regular checks.

Pupils know how to keep themselves safe, for example on the internet, at Halloween and on bonfire night. They are vigilant about visitors. Pupils know what to do if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There was a dip in pupils' progress and standards in reading, writing and mathematics in key stage 2 in 2019. Leaders should ensure that standards and progress improve in key stage 2.
- There was a fall in standards in phonics in Year 1 in 2019. Leaders should check that those who find reading difficult in early years and key stage 1 consistently access expert staff in phonics in order to catch up rapidly.
- An increasing proportion of pupils are identified for special educational needs support, but few receive an education, health and care plan. Leaders should ensure that the provision and support for pupils eligible for special educational needs support are well matched to their needs.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately. This is the first section 8 inspection since we judged the predecessor school, Stirchley Primary School, to be good on 12–13 June 2013.

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 are the school and you are 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

Unique reference number	143433
Local authority	Birmingham
Inspection number	10122517
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	Board of trustees
Chair of governing body	Steve McFall
Headteacher	Davie Clifford
Website	www.stirchly.bham.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to be an academy in March 2017.
- The school is part of the Evolve Education Trust and is the only school in the trust.
- The current headteacher and deputy headteacher were in post at the time of the predecessor school's last inspection.
- The chair of the governing body was chair of the predecessor school's governing body.
- The school has a very high proportion of pupils eligible for special educational needs support.

Information about this inspection

- I held meetings with the headteacher, deputy headteacher, subject leaders, the coordinator for special educational needs and other members of staff. I spoke to pupils. I met three members of the governing body, including the chair.
- I took account of 26 responses to the Parent View free-text service and 27 responses to Ofsted's online questionnaire, Parent View. I also reviewed 30 responses to the pupil questionnaire and 10 to the staff questionnaire.

- I considered information on behaviour, personal development, safeguarding and child protection.
- There were no children in alternative provision.
- I focused deeply on early reading, mathematics, and art. I visited lessons, looked at pupils' work, and spoke to subject leaders, teachers and pupils.

Inspection team

Mark Sims, lead inspector

Her Majesty's Inspector

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