

# Inspection of a good school: Somerville Primary (NC) School

Somerville Road, Small Heath, Birmingham, West Midlands B10 9EN

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Inspection dates: 1 and 2 March 2022

## Outcome

Somerville Primary (NC) School continues to be a good school.

## What is it like to attend this school?

Somerville Primary School is at the heart of the local community. It is a well-led school. Leaders and staff want the best for every child. Pupils are happy and feel safe at school. They enjoy coming to school. However, a small number of pupils do not attend school as regularly as they should.

Pupils achieve well academically and personally. Pupils are proud of the various awards the school has achieved, including 'Investors in Pupils'. During the inspection, visiting authors told stories and shared their work with pupils in a fun and engaging way. This is one of the many ways that pupils are supported to develop a love of reading.

Leaders have high expectations of pupils' behaviour. Staff deal with any bullying issues as soon as they happen. Pupils are very well behaved in lessons and when moving around the school. Pupils value their education and want to do well. Parents and carers are extremely positive about the care and support their children receive. One parent's comment was typical of many when they said, 'The school and staff at the school are very accommodating to the needs of my child. I am very happy with all the support that is provided.'

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

Leaders have created an ambitious curriculum for pupils. In most subjects, the curriculum is carefully sequenced so that pupils build up knowledge over time. Support for pupils who need to catch up following the COVID-19 pandemic is prioritised. They make positive gains in their learning. Staff provide effective support for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils to access the same curriculum as other pupils in school. Pupils who struggle or need harder work receive the right support. As a result, pupils achieve well.

Teachers have high expectations of what pupils should achieve. They make regular checks on pupils' learning during lessons and over time. They plan next steps carefully to meet pupils' needs based on what pupils know and can do already. As a result, pupils do well.

The development of the curriculum in some subjects, including geography and music, has been delayed because of the COVID-19 pandemic. Leaders are not as far ahead with this work as they would have liked.

Children in the early years settle well into school life. Staff want pupils to do well from the moment they start school. They plan learning carefully based on what children know and can do. Adults effectively model language and communication skills. Children who need additional support are swiftly identified and get the help they need. Children develop confidence through making choices in their learning. They learn about number through practical activities, songs and stories.

Leaders prioritise reading. The reading curriculum is carefully planned. Teachers have the knowledge to teach phonics well. Reading books closely match the sounds pupils are learning. Pupils read regularly in school. Effective support is provided quickly to any pupil who struggles with their reading and to those who are new to school. Pupils enjoy reading a range of books and visiting the library on the school site.

Provision for pupils' personal development is a strength. Leaders have prioritised support for pupils' mental health and well-being. Pupils enjoy yoga and aromatherapy sessions. Activities such as visits to the theatre and places of worship and after-school sports clubs have been reinstated as COVID-19 restrictions have eased. Pupils are well prepared for life in modern Britain. They learn about equality and valuing differences. Pupils show respect for others. They develop an understanding of different cultures and life experiences. Pupils write letters of kindness to residents of the local care home. They enjoy fundraising for a local refugee charity. Opportunities such as digital leaders and playleaders allow pupils to take on responsibilities. In doing so, they develop confidence and communication skills. The school rules help pupils to understand right and wrong and how to keep themselves and others safe.

Leaders know the school well. Governors hold the headteacher to account for the performance of the school. They make regular checks on the work of the school. In the main, subject leaders are enthusiastic and make sure sequences of learning are well planned. Those who are new to leadership do not yet check how well their areas of responsibility are performing. Senior leaders plan to provide support and training for leaders to develop further in their roles. Staff say that they are well supported by leaders to manage their workload effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders understand their role in keeping children safe. They ensure staff attend regular safeguarding training. Staff record and report concerns swiftly, including child sexual harassment, radicalisation and extremism. Pupils learn about online safety and healthy relationships. They learn about safety in the home and near water. Pupils know how to raise concerns with trusted adults in school.

Leaders ensure the necessary safeguarding checks are undertaken before staff are employed. They secure help for pupils who need it, working in partnership with external agencies. Despite this, a small number of pupils do not attend school as regularly as they should.

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

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

- Some pupils do not attend school regularly enough. This means that gaps emerge in their knowledge, and they struggle to develop positive attitudes to learning. Leaders should take further steps to work with pupils and their families to instil the importance of regular school attendance so that attendance improves for these pupils.
- Leaders have recently revised the curriculum in geography and music. However, they have not yet evaluated the impact that the new curriculum is having on what pupils know and remember. Leaders should support subject leaders to monitor what pupils know and remember in all subjects, particularly geography and music.
- Some leaders are new to leadership. They have not yet checked how well the actions they have taken in their area of responsibility are improving the curriculum. Leaders should provide support and training for new leaders to develop in their roles.

## **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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2012.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	103256
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10212424
<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>	743
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Cecil Knight
<b>Headteacher</b>	Izhar Khan
<b>Website</b>	<a href="http://www.web.somerville.bham.sch.uk/">www.web.somerville.bham.sch.uk/</a>
<b>Date of previous inspection</b>	8 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in computing, early years, geography, mathematics and reading. This included visiting lessons, looking at pupils' work, examining curriculum documents and talking with pupils and staff. The inspectors considered a sample of pupils' work from other subjects, as well as information on the school's website.
- The inspectors reviewed the school's safeguarding arrangements. This included examining the record of pre-employment checks on school staff and reviewing site risk assessments.
- The inspectors observed pupils' behaviour in class and at other times during the day.

- During the inspection, inspectors had formal meetings with the headteacher, the deputy headteacher, assistant headteachers, subject leaders, the special educational needs coordinator, the designated safeguarding lead, the early years leader and governors.
- Inspectors took account of responses to the online survey, Ofsted Parent View, the pupil survey and the staff survey.

### **Inspection team**

Lorraine Lord, lead inspector

Ofsted Inspector

Ian Beardmore

Ofsted Inspector

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