



# Bournville Infant School

## Inspection Report

**Unique Reference Number** 103446  
**LEA** Birmingham  
**Inspection number** 276922  
**Inspection dates** 7 February 2006 to 8 February 2006  
**Reporting inspector** John Christophe Scola AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Linden Road
<b>School category</b>	Voluntary aided		Birmingham
<b>Age range of pupils</b>	4 to 7		West Midlands B30 1JY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 4648777
<b>Number on roll</b>	269	<b>Fax number</b>	0121 4648780
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jayne Cadbury
<b>Date of previous inspection</b>	27 March 2000	<b>Headteacher</b>	Mrs Pam Cunningham-Dexter

Age group	Inspection dates	Inspection number
4 to 7	7 February 2006 - 8 February 2006	276922

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors and one of Her Majesty's Inspectors.

## Description of the school

Bournville is a larger than average, voluntary aided infant school in Birmingham. The school is popular and its intake is stable. Pupils are mainly of white British background, although there are small numbers of pupils from minority ethnic heritages. No pupils are at the early stages of acquiring English. The proportion of pupils with learning difficulties and the numbers claiming free meals are average. Pupils' attainment on entry is broadly average

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school providing excellent value for money. The school has improved very well since the last inspection and there is good capacity to improve further. The school judged itself to be good rather than outstanding, and this reflects its determination not to accept anything but the very best for its pupils. The recent improvements in teaching English have been particularly effective and the school development plan accurately identifies what still needs to be done.

Teaching is good and has many outstanding features. Its effect is greatly enhanced by rigorous tracking of progress and excellent guidance for pupils, and by a highly stimulating and innovative curriculum. The result is that achievement is exceptional. There is excellent provision for children in the Foundation Stage enabling them to make outstanding progress, so that by the end of Reception virtually all children attain the expected goals for their age.

The excellent leadership of the headteacher and senior management team has continued to raise standards. Although teaching overall is good more could be done to ensure this is consistent across the school. Reworking and reflective leadership is ensuring that all staff benefit from high quality training and support to improve their practice.

Pupils' personal development, attitudes and behaviour are outstanding and attendance is high. The school values each individual pupil and ensures they all develop high levels of self-esteem and confidence. The school has excellent systems to ensure that the pupils are well cared for. Parents are regularly consulted and their suggestions are acted upon.

### What the school should do to improve further

- Provide further support to ensure that teaching is consistently good or better across the school.
- Continue with the priorities for further improvement identified in the school development plan

## Achievement and standards

### Grade: 1

Achievement in both the Foundation Stage and Key Stage 1 is outstanding. Children enter Reception with broadly average standards, but with some strengths in speaking and knowledge and understanding of the world. They make excellent progress through the Foundation Stage and enter Year 1 with above average standards, particularly in speaking and social development. In Key Stage 1 this exceptional achievement continues and pupils leave Year 2 with very high standards. The initiatives that the school has introduced to raise standards in English have been particularly successful. Almost half the pupils, for example, achieve at the higher Level 3 in reading, which is almost double the national average. In writing around a third of pupils achieve at the higher level and again this is nearly twice the national average. Performance in mathematics,

although not quite as impressive, is still well above average. Moreover, the school has maintained and gradually improved high standards consistently over the previous five years.

The school sets well matched ambitious targets for individual pupils, and records show that pupils of all abilities do as well as each other in the progress they make.

## **Personal development and well-being**

### **Grade: 1**

The personal development and well-being of pupils is outstanding. Pupils show an enthusiasm and thirst for learning in a vibrant and caring community. Their spiritual, moral, social and cultural development is excellent. The way the school values each individual pupil ensures all pupils develop high levels of self-esteem and confidence. This was evident during the inspection when many pupils did not hesitate to inform inspectors of the many features they liked about the school. Behaviour is exemplary. Pupils attend regularly and there have been no exclusions or racist incidents.

Pupils are keen to take advantage of the richness of opportunities on offer. Playtimes are viewed with delight because of the choice of structured games with the play leader or quiet havens for small toys or reading. Pupils have excellent opportunities to reflect on their own feelings and this enables them to forge good relationships. Pupils quickly learn to show the same care for each other and concern for each other's safety that is exemplified by all adults in the school, so that all pupils are very kind and considerate to one another. Their ability to respect each other and to work effectively in teams will stand them in good stead in later life.

Healthy diet and exercise is strongly promoted. Informative newsletters to parents share information on new activities and games being taught at school. This enables pupils to continue with them at home, and encourages them to establish healthy lifestyles.

Pupils are proud of their community and are keen to contribute to its upkeep by litter picking and recycling. This awareness is also extended to the wider community through, for example, choosing how money raised for charity can best help sustain those in need.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are consistently good across the school with many outstanding features. In the Foundation Stage the outstanding teaching provides the children with an excellent start to their schooling. There are rigorous systems of assessment and tracking across the whole school, and these are one of the key reasons why pupils achieve so well.

Pupils are full of enthusiasm for lessons and love the exciting, innovative and stimulating range of learning styles that teachers employ. These enable pupils to maintain high levels of concentration and attentiveness, as well as excellent behaviour, which are major factors that contribute to the pupils' very high levels of achievement.

Teaching assistants play an important role alongside teachers and provide very effective support to all pupils including those with learning difficulties and disabilities. Planning is excellent and shared between all staff. It ensures that teaching addresses the needs of all abilities very effectively. The school has recognised that some teaching does not always reach the school's very high standards. This is beginning to be addressed through the school's very effective and rigorous monitoring programme, which identifies and delivers the support required.

## **Curriculum and other activities**

### **Grade: 1**

The school provides an excellent curriculum. In the Foundation Stage this meets the needs of children very well, enabling them to build on their skills and develop independent learning through very well planned, imaginative activities in a highly stimulating and exciting learning environment. Pupils in Key Stage 1 enthuse about all areas of the curriculum. They have vivid memories of how they dressed up as Tudors to perform a Tudor dance and avoided tripping over their swords. They love the exceptional range of extra-curricular activities that enrich every area of the curriculum. This excellent provision includes opportunities for pupils to conduct archaeological digs, swim regularly, enjoy skilled coaching in several sports and learn to play at least one musical instrument. Gifted and talented pupils have exciting opportunities and challenges to broaden their knowledge and experience. But it is the way all these experiences are woven into and across the curriculum to develop pupils' skills, knowledge, understanding and enthusiasm for so many different areas of learning that is the school's greatest achievement.

## **Care, guidance and support**

### **Grade: 1**

The high priority and wholehearted commitment of the staff given to the care, guidance and support of pupils, results in outstanding provision. School routines to promote an orderly, caring and safe community are consistently reinforced by all adults. Consequently pupils feel secure and valued and ready to learn.

The excellent knowledge of pupils' individual needs enables staff to provide sharply targeted and sensitive support. Pupils are well prepared for change and each progression. Every change, from starting school to transfer to the next stage of education, is carefully planned and evaluated, enabling pupils to settle quickly and confidently.

The support for pupils with learning difficulties is outstanding; pupils make excellent progress in their learning and they also feel valued members of the school community.

Child protection arrangements are rigorously implemented and links with outside agencies are very effective.

## **Leadership and management**

### **Grade: 1**

Leadership and management of the school are outstanding. The headteacher's clear vision and innovative thinking are shared by all staff. The leadership team are constantly looking for ways to raise standards whilst maintaining a caring, nourishing environment in which all children can feel safe and achieve their very best. Parents are proud of their school, particularly the standards achieved and the range of extra curricular opportunities on offer for their children. The school has demonstrated it has the capacity to improve further and build on the good progress made since the last inspection.

The school modestly evaluates itself as good but inspectors believe that it is better than this. The excellent and highly appropriate School Development Plan demonstrates that it is well aware of the next steps needed to develop further. During the significant changes to teaching staff, the headteacher acted decisively to make the best use of staff and maintain the high standards achieved over recent years. All staff appreciate the good support they receive from the leadership team and other teachers.

Relationships are very good and the school has a strong sense of common purpose. Regular checks ensure that overall teaching is good and at times, outstanding.

Governors are focussed on the main priorities for development of the school, and provide challenge and support for the headteacher. Resources are managed very well and value for money is excellent.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much indeed for your friendliness and help during our visit to your school. You certainly showed us how proud you are of your school. Thank you for telling us how much you like your teachers and lessons. Many of you told us how good you think your school is and we agree.

There were many things that were really good about your school, but we would like to tell you what impressed us most.

You all enjoy school and like your teachers

You learn lots of interesting things and enjoy exciting activities

You try hard and do very well with your work

You behave very well and are friendly and kind to each other

All the adults who work in your school work hard to keep you safe and healthy

We saw some wonderful teaching.

The people in charge of your school run it really well. They know what to do to make it even better. One of the things we have asked them to do is to try to make all the teaching as good as the very best Thank you for helping us with our work.