



# Acocks Green Primary School

## Inspection Report

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**Unique Reference Number** 134280  
**LEA** Birmingham  
**Inspection number** 282528  
**Inspection dates** 5 December 2005 to 6 December 2005  
**Reporting inspector** Neil Gillespie RISP

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

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<b>Type of school</b>	Primary	<b>School address</b>	Westley Road
<b>School category</b>	Community		Birmingham
<b>Age range of pupils</b>	4 to 11		West Midlands B27 7UQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 7062165
<b>Number on roll</b>	498	<b>Fax number</b>	0121 7060103
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Phillip Coakes
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Julia Dodson

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## **Introduction**

The inspection was carried out by three Additional inspectors.

## **Description of the school**

Acocks Green is a large primary school with nursery provision. It is a multicultural school, with half of the pupils coming from minority ethnic groups. A third of the pupils speak English at home as an additional language. The children come from a wide range of backgrounds, many from deprived areas. The school opened in 2004 following the amalgamation of an infant and a junior school.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Acocks Green Primary School is a caring school with an excellent ethos. Leaders and managers have a clear and accurate view of the school's strengths and weaknesses through their excellent self-evaluation. Inspection evidence supports the school's view that it is giving a satisfactory level of education for its pupils and improving rapidly. The school provides satisfactory value for money.

Provision for the Foundation Stage is good, most notably in the Nursery. Children make good progress in learning to read, write and count, although standards remain below average on entry to Year 1.

The school is strong in many areas. Pupils' very good information and communication technology (ICT) skills enhance learning across the curriculum. They are well cared for and this is reflected in their good personal development and very good behaviour and attitudes to learning. Children receive a broad, balanced and imaginative curriculum that meets their needs well. The school leaders know that results in English have not been good enough in Key Stage 2, especially in writing, and have clearly identified this as a priority in their carefully considered improvement plan. As a result, the quality of teaching and learning is improving but there is still some variability. Ongoing assessment of pupils' progress is weak because they are not given sufficient guidance on how they can improve their work. Poor attendance of some pupils is a barrier to their learning.

### What the school should do to improve further

- raise the quality of teaching and learning so that it is consistently good
- involve pupils more in assessment to ensure that they are aware of the next stage in their learning
- raise levels of attendance.

## Achievement and standards

### Grade: 3

From well below average beginnings, children in the Foundation Stage make good progress in developing their skills. In spite of this, standards are still below average by the time they start Year 1. Those children who have language difficulties are supported well.

The 2005 Year 2 test results were broadly average in reading, writing and mathematics, again representing good progress. The Year 6 results in mathematics and science were slightly above average, particularly in terms of pupils reaching the higher levels, because pupils are grouped by ability and are challenged well. Results in English were below average because teaching did not focus sufficiently on improving writing skills. This underachievement was recognised by the school and remedial action taken. There are now clear signs of improvement, and standards in the lessons seen in Year 6 were in line with expectations. Achievement in Key Stage 2 is therefore satisfactory. All children are set challenging targets in their subjects but they are given insufficient advice on

how they can achieve them. The apparent underachievement of a small number of pupils with statements for specific learning needs is due mainly to pupils coming from other schools and joining too late for teaching to have an impact. The vast majority of pupils are now making sound progress, including those who speak English as an additional language.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have a clear understanding of right and wrong, and respond well to other pupils and adults. Year 6 pupils speak emotively about the impact that recent international disasters had on them. The school has worked hard to develop a culture of positive learning where pupils cooperate well with each other. This starts very effectively in the Foundation Stage. Older pupils say that "everyone at the school is really friendly" and that they all enjoy school very much.

The school has a good system for morning registration, which helps pupils to settle to their work. This has meant that most pupils have positive attitudes and behave well in lessons and playgrounds. Attendance is satisfactory. The school has a focus on improving attendance but the strategies to address absences, which are often due to family holidays, are not yet effective. The school has clear and fair systems for rewarding good behaviour and managing the few instances of poorer behaviour.

Pupils adopt good safe practices and healthy lifestyles because these are promoted well by teachers and assistants. For example, pupils choose healthy options for their lunch. They are active during breaks and many take advantage of a good provision for physical activity through extra-curricular clubs and competitions. Pupils demonstrate responsibility through an effective school council.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning is satisfactory overall and this leads to satisfactory achievement. Regular monitoring by the headteacher and other members of staff is used well to identify examples of very good and outstanding teaching as well as areas for improvement. Teachers receive good support in order to raise the quality of teaching and learning. Teaching assistants provide well-focused support for pupils with learning difficulties or disabilities, enabling them to make appropriate progress.

Good teaching and learning in the Foundation Stage enable the children to make good progress. During the inspection, some outstanding teaching was observed in the nursery, where the teacher and nursery nurses form a very strong team.

Information on pupils' progress is collected and analysed well, and there is an increasingly effective system of targets set by teachers. In the most effective lessons,

teachers plan well-paced, varied and challenging activities which involve pupils in their own learning. In less effective lessons, teachers do not ensure that pupils know what level they are working at during the lesson and pupils do not understand what they need to do to improve the quality of their work. Some outstanding teaching was seen in ICT and German, with examples of good teaching in mathematics. English teaching is improving and this is already reflected in better standards seen in lessons.

## **Curriculum and other activities**

### **Grade: 2**

Pupils receive a well-planned curriculum which meets their needs and contributes to their capacity to stay safe and healthy. Deservedly, the school has gained a 'Healthy School' award.

The curriculum in the nursery offers children exciting opportunities to learn through a variety of well-planned and stimulating activities. Use of ICT to support pupils' learning across all areas of the curriculum is outstanding. Pupils are developing their independent skills very well and taking responsibility for their own learning through ICT. The school is now appropriately providing greater opportunities for pupils to practise their writing skills across various subjects.

The curriculum is enriched well through very good use of visiting speakers and visits, such as those for residential outdoor education. The school has gained a gold 'Artsmark' because of the very good provision in drama, art, music and dance. The very good range of extra-curricular activities includes choir, dance, drama and creative writing, together with a wide variety of sports. All these activities are well attended and help develop pupils' self-confidence. Pupils' outstanding ICT skills, good numeracy skills and satisfactory literacy skills prepare them well for their future life.

## **Care, guidance and support**

### **Grade: 2**

The quality of care and support for pupils is good. Parents are quick to praise the school in this respect and pupils also believe they are well cared for. However, whilst teachers keep accurate computerised records on pupils' academic progress, systems are not fully in place to ensure that pupils receive guidance on how to improve.

The school is welcoming and has an outstanding family ethos. It liaises closely with a range of service providers to ensure good care and support for all pupils. Health and safety routines and risk assessments are fully in place. Child protection procedures are clear and widely understood. As a result, pupils feel safe and secure. All pupils were confident that they had an adult to talk with, should they feel the need to discuss personal matters.

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## Leadership and management

### Grade: 2

The leadership of the school is successfully focusing on raising standards. The headteacher knows the school well, has a clear understanding of its strengths and weaknesses and knows what needs to be done to address them. Self-evaluation is excellent, and staff and the supportive new governors have contributed to the carefully considered school improvement plan. As a result, the school shows a good capacity for improvement. Current action to improve the quality of pupils' writing, for instance, is already having an impact and standards are now average in Year 6 and likely to improve further. Subject coordinators identify priorities for their areas of responsibility well. This is helping to direct improvement and promote the best interests of the pupils.

Pupils feel they are involved well in all the school's activities and consider that they are treated fairly. The school is effective in meeting the needs of a growing number of children who speak English as an additional language and those with learning difficulties or disabilities. The school seeks and acts upon the views of staff, governors, parents and pupils. Effective links with the local community and external support agencies enhance the quality of education. Significant importance is given to nurturing the outstanding ethos of the school and developing pupils' independence, confidence, health and safety.

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## 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>
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### 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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	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	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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	Yes
<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**

Acocks Green Primary School Westley Road Acocks Green Birmingham B27 7UQ

6 December 2005

Dear Children

Thank you for your warm welcome when we visited your school. We liked talking to you very much. What you said to us was important and helped us to get a clear picture of what goes on in your school.

The things we particularly liked were

- your headteacher and her staff have made sure that your school is a very safe and happy place; you are very well behaved and you were very polite to us when we came into your lessons.
- you do well in nursery classes, particularly in learning to read, write and count.
- by the time you get to Year 2, you make good progress in English and mathematics.
- progress has been little slower in English by the time you get to Year 6, but it is now improving; you do well in mathematics and science.
- we were very pleased with the excellent way that you use computers; you said to us that you liked using them very much.
- you said how much you liked taking part in all the sports, drama, music and other activities the school puts on for you.

We think there are some things that could be improved

- you could do even better in school if teaching was good in all subjects and you were given more help to get you to the next target level.
- it is very important that you all attend school regularly so that you get the benefit of all that your school offers.

Yours sincerely

Neil Gillespie Lead inspector