



Chilcote Primary School

Inspection Report

Unique Reference Number 103298
Local Authority Birmingham
Inspection number 286621
Inspection date 12 October 2006
Reporting inspector Bogusia Matusiak-Varley

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

Type of school	Primary	School address	Chilcote Close
School category	Community		Birmingham
Age range of pupils	3-11		B28 0PB
Gender of pupils	Mixed	Telephone number	0121 7445678
Number on roll (school)	476	Fax number	0121 7336617
Appropriate authority	The governing body	Chair	David Williams
		Headteacher	Don Courtney
Date of previous school inspection	29 October 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Chilcote Primary School is a large school which serves a mixed catchment area. Attainment on entry is broadly in line with what is expected of Reception children. Almost half of the children attending the Nursery do not continue their education in the Reception class. The proportion of pupils with learning difficulties and disabilities is average. Three quarters of the pupils are of White British background, one third of the pupils are from Asian backgrounds, mainly Indian and Pakistani. The school was awarded the International Schools Award in 2005.

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. Standards are exceptionally high when pupils leave school and their achievements, in relation to their starting points, are excellent. The school sends out into the world well-rounded youngsters who have excellent attitudes to learning and high levels of confidence and personal responsibility.

Children enter the Foundation Stage with broadly average standards. Good provision enables them to exceed their goals in most areas, although their communication, language and literacy skills and mathematical development are only average because they are given too few opportunities to learn how to form their letters and numbers correctly.

Outstanding teaching and high quality academic guidance underpin the exceptional progress of pupils in the infants and juniors. Marking is exemplary and helps pupils to understand what they need to do to improve their work. Care, guidance and support are first rate. Teachers know their pupils exceptionally well and consistently apply systems to help them develop personally and academically, such as setting them targets and making clear expectations for behaviour. Support staff play a vital part in pupils' learning. They provide very good support for pupils who are learning to speak English and for those who have learning difficulties and disabilities.

The outstanding curriculum offers pupils an exciting range of opportunities in and beyond the classroom. Through their international educational links with schools in Norway, Poland, Italy, Greece and Spain pupils develop a strong sense of responsibility and appreciation of others' values. They are true ambassadors for their school.

Pupils stay safe, eat healthily, take regular exercise and support the community through regular fund raising. Those who participate in the orchestra entertain members of the community through their outstanding performances. Pupils get a wonderful deal at this school because staff place them at the heart of everything that they do.

So what makes this school so successful? When asked this question, pupils immediately replied: 'Our headteacher, he is the best headteacher in the world because he cares about us. Our teachers, they go on at you until they are sure that you know it and they make learning fun.' Inspection findings confirm this view. Parents are rightly delighted with the school. As one put it, 'We know our children get looked after well, it's just a pity that the school is not open seven days a week.' The school's success is attributable to many things but is underpinned by the excellent leadership and management of the headteacher, senior management team and governing body who have exemplary self-evaluation skills and constantly strive to get better at all that they do. They have excellent capacity to build even further on the school's considerable strengths.

What the school should do to improve further

- Ensure that children in the Foundation Stage are given regular opportunities to form their letters and numbers correctly.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. In the Foundation Stage, children make satisfactory progress overall in communication, language and literacy and mathematical development and good progress in all other areas of learning but too few opportunities are provided for them to practise writing their letters and numbers. By the end of Year 2 and Year 6, all pupils, including those with English as an additional language and pupils with learning difficulties and disabilities, reach high standards. They make outstanding progress in speaking and listening, reading, writing, mathematics and science. In science, pupils are particularly good at setting out experiments, drawing conclusions from their findings and using information and communication technology (ICT) to support their learning. Pupils make exceptional progress in mathematics due to outstanding teaching of the four rules of number and problem solving. Standards in ICT are above average and pupils' achievements are good. The national test results in 2006 were exceptionally high and show that standards are even higher than last year. Boys did particularly well in writing, an improvement on last year's results, and all of them attained nothing less than average levels. This is an example of how effective the school's strategies are for raising pupils' standards.

Personal development and well-being

Grade: 1

Pupils' good attendance reflects their very positive attitudes to school. 'They can't wait to get to school,' said one of the parents. Pupils communicate very well with one another, have excellent relationships and are independent thinkers. Pupils are exceptionally friendly and polite. They feel very safe in school. 'There is no bullying here because it just would not be allowed,' said one pupil. Their personal development and well-being, as well as their spiritual, moral, social and cultural development, are outstanding because of the care, guidance and support offered. The school council is very proud of the new purchase of toy equipment for the playground and the way they are encouraged to make decisions. 'Staff here value what you have to say, they take notice of our opinions. This makes us feel valued.' Pupils gain a deep awareness of how other people live through their outstanding international links. Their work in the school bank helps them to learn skills which will be needed for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Teachers' use of assessment to move different groups of pupils on in their learning is outstanding. This is a contributory factor to the excellent progress these pupils make because it enables them to learn at their own rate and overcome any obstacles that

they might have in their learning. Teachers' marking is regular, thorough, informative and encouraging. As a result, pupils always know what it is that they have to do next. Teachers' subject knowledge is very good. They give clear and succinct explanations so that pupils know exactly what is expected of them. Teaching assistants ensure that those pupils who struggle are helped to concentrate. Pupils work well independently and develop a love of learning. This is seen in the way they queue up to take part in the corridor quizzes and comments they make about the stimulating and imaginative displays around the school.

Curriculum and other activities

Grade: 1

A rich, vibrant and exciting curriculum, from the Foundation Stage to Year 6, underpins the school's success and pupils' high level of achievement. The outdoor learning environment is well used for learning in the Foundation Stage. Activities are well planned to ensure that children experience the environment in a variety of ways, such as playing in the sand and using the climbing frame. In Years 1 to 6, resources for ICT support learning activities very well. Throughout the school, pupils get excellent opportunities to learn about life and people in other countries, such as the achievement of black leaders. Pupils receive a rich education in social and moral values, art, music, history, geography and physical education. There is a very good range of extra-curricular activities, especially sport, which parents are delighted with. The school places great emphasis on making meaningful links between subjects and this has a very beneficial effect on pupils' learning.

Care, guidance and support

Grade: 1

The exceptional care, guidance and support contribute significantly to pupils' high confidence levels. Every pupil is valued and cared for as an individual. They have so much to say about the wonderful way in which they are helped to develop both academically and socially. 'Staff know immediately if something is up,' said one. 'They are expert mind readers.' Pupils know their targets and take great delight in regular discussions about how they will strive to meet them. Pupils are very grateful for the constructive comments made in the marking of their work. Individual education plans for pupils with learning difficulties are clearly written so that pupils understand what they are trying to achieve. Staff work together with parents in a spirit of partnership in order to ensure that pupils with learning difficulties and disabilities do as well as they possibly can.

Leadership and management

Grade: 1

The leadership and management of the headteacher, senior management team, subject leaders and governing body are outstanding. The headteacher is very well respected and has excellent leadership skills in the way that he brings about and manages

innovation. He encourages and empowers his staff 'to reach for the stars' and sees any minor obstacle as an opportunity to learn. Governors support the school very well, their business knowledge is put to good use and they have a very good knowledge of the school's strengths and areas for development. School self-evaluation is outstanding because all staff regularly review the school's provision and all agree that there is always room for improvement. The school has excellent capacity for improvement because all staff relish challenge and will undertake whatever it takes to give their pupils the very best start in life.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me feel so welcome in your school and for giving up some of your lunch hour to talk to me. I spent a lovely time with you. I am sorry it was so short because you had so many things to tell me. You told me how wonderful your school is and I agree with you, especially the way you all love learning.

Your school is very special because of the many things it does so well. For example, teachers help you achieve very high standards and you are all very well prepared to go to secondary school. You are confident learners who speak your mind and know what you want out of life. This is really impressive. Your teachers care very well for you and it is great to know that you feel valued. You have excellent attitudes to learning and behave extremely well. I am so pleased that you enjoy school so much. The orchestra is truly splendid and you all have excellent opportunities to learn about life in other countries. I understand that the trip to Norway was a great success. Well done in all of your sport activities. What a fit lot of pupils you are! I agree with you that your headteacher and all the staff are helping you to learn effectively. I spent a long time talking with your headteacher and I think that both he and your teachers do a fantastic job in providing you with so many interesting ways of working.

To make your school even better than it is already, I have asked your teachers to make sure that those of you who are in the Foundation Stage have more opportunities to write your letters and form your numbers correctly. It is only a small thing but it will make a big difference to you when you come into Year 1. You can help your teachers by taking extra special care when you are asked to do your written work.

Keep up the excellent work. Best of luck in the future.