

# Twickenham Primary School

## Inspection report

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<b>Unique Reference Number</b>	103376
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	286641
<b>Inspection dates</b>	24–25 April 2007
<b>Reporting inspector</b>	Martin Cole

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	467
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael O'Neil
<b>Headteacher</b>	John Taylor
<b>Date of previous school inspection</b>	9 September 2002
<b>School address</b>	Twickenham Road Kingstanding Birmingham B44 0NR
<b>Telephone number</b>	0121 3546840
<b>Fax number</b>	0121 3212651

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large urban primary school serves an area with a very high level of social and economic deprivation. Children start in the Nursery with attainment which is well below the level usually found at their age. An above-average proportion of pupils have learning difficulties or disabilities. A significant number of pupils experience severe personal and family problems. At the time of the inspection, the school's deputy headteacher was acting headteacher while the substantive headteacher was seconded to a support role with other local schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features.

The exceptional care taken to provide for pupils' personal, social and emotional needs is a vital strength of the school. It allows pupils to overcome the social and educational disadvantages and problems that a good many experience. Pupils find the school a very safe, happy and enjoyable place to be. For a significant number, it serves as a vital safe haven of calm in a turbulent world. The personal development and well-being of pupils are outstanding. They behave extremely well and have very positive attitudes. They grow greatly in confidence, in a desire to learn and in the ability to get on well with adults and each other. This is helping them to prepare well for their futures in education, in work and in life. They respond well to the good guidance they receive on adopting a safe and healthy lifestyle. The overall quality of care, support and guidance is good. While pupils' personal and welfare needs are provided for outstandingly well, they are not always given enough guidance on how to improve their work.

The pupils' excellent attitudes and behaviour help to ensure they achieve well in their work. Good arrangements at the Foundation Stage get pupils off to a good start. They progress well, though their standards remain below average at the end of the Reception Year. In Years 1 to 6 pupils make further good progress. Year 6 pupils who are soon to leave the school are on track to do so with average standards. Within the main subjects, however, standards in science are rather lower than in English or mathematics.

The good teaching provided has many strong features. The way teachers encourage pupils to behave well, take a keen interest and try hard is very skilful and successful. They make lessons very enjoyable, provide plenty of help, and challenge pupils to do their best. Pupils are very attentive to their teachers and their tasks and there is a very cheerful and productive atmosphere in lessons. A good curriculum provides programmes of work well matched to pupils' abilities and needs. Pupils' progress and enjoyment are much enhanced by the outstanding range of educational visits, visitors and optional activities after lessons.

Good leadership and management show total commitment to meeting pupils' needs within a caring, happy, stimulating and enjoyable environment. The school strives constantly to improve itself and keeps a very systematic and comprehensive check on its performance. Good and sometimes outstanding quality is found throughout the work of the school. There are very productive relationships with parents and with other schools and organizations. Parents have high regard for the school. The school has made good improvement since the previous inspection and this demonstrates its good capacity for further improvement.

### What the school should do to improve further

- Bring older pupils' achievement in science up to the level found in English and mathematics.
- Extend the guidance given to pupils through marking and target setting on how to improve their work.

## Achievement and standards

### Grade: 2

Pupils of all abilities and backgrounds achieve well. The great majority leave the school having reached at least the standards expected for their age, despite starting out with well-below-average attainment and, in many cases, social or educational disadvantages. Pupils

with learning difficulties or disabilities make very good progress. Nursery and Reception children make good progress and further good progress in Years 1 and 2 helps pupils reach standards close to the national average by the end of Year 2. Year 6 standards have been broadly average or a little below over recent years and measures of pupils' progress between Years 2 and 6 have been generally average. However, over the last two years, the school has much improved assessment of pupils and the way this information is used to plan teaching. As a result, older pupils' progress has begun to improve. The present Year 6 pupils are on track to achieve the best results for some years in the national tests that they are shortly to take. Their work is comfortably in line with the national standard, though rather better in English and mathematics than in science, where imprecise use of scientific vocabulary means fewer pupils reach the higher level of attainment than nationally.

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

### **Grade: 1**

Pupils get off to a very good start in the Nursery and Reception classes in developing excellent attitudes and behaviour. Throughout the school, excellent spiritual, moral, social and cultural development is helping pupils acquire a firm sense of right and wrong and to understand others' points of view. Pupils form very co-operative relationships with adults in school based on mutual respect. They willingly follow the excellent example set by school staff in their thoroughly caring approach. Pupils adopt very responsible attitudes. For example, almost all Year 6 pupils attend optional lessons after school to help them prepare for their national tests. Pupils try hard and take much pride in their work, as the high standard of presentation in their writing and artwork shows. Pupils greatly enjoy school, attending well and joining enthusiastically in all aspects of school life. Many strive to be healthy by participating in the very good after-school opportunities for exercise. Pupils contribute constructively to the school and wider community. They take on a very wide range of jobs for helping around the school, including support for younger peers, and help to promote school improvement through school council activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school. Teachers manage pupils very well, making clear their expectations of hard work and good behaviour. They make lessons fun. Pupils respond positively because they enjoy their lessons, respect their teachers and are keen to please them. The high quality of relationships evident between staff and children has a very significant impact on pupils' learning. Lessons are planned carefully to meet the needs of pupils, and work set is generally matched closely to their different abilities, particularly in English and mathematics. However, expectations of the most able are not always high enough in science. Teachers ensure pupils understand the purpose of each lesson to help them be focused and to keep check on their own progress. Teaching assistants work well with teachers to provide a high level of effective support for children with learning difficulties or disabilities. Occasionally, teachers talk for too long, limiting pupils' opportunities to respond and think for themselves. Although marking is thorough, pointers for improvement are sometimes omitted, leaving pupils unsure how to do better.

## **Curriculum and other activities**

### **Grade: 2**

The activities planned for young children at the Foundation Stage and the programmes of support for pupils with learning difficulties are strong aspects of the curriculum. Personal, social and health education is also good and successfully promotes a good understanding of staying safe, keeping healthy and citizenship. Pupils have good opportunities to practise the skills of literacy and information and communication technology (ICT) within other subjects but opportunities to use numeracy skills are rather fewer. The school is a stimulating environment for learning with striking wall displays of very high quality that provide good guidance to pupils in lessons and celebrate achievement. Some features of the curriculum are outstanding. These include activities in music and art which feature strongly in the life of the school and have received national recognition. Pupils' opportunities to learn, enjoy themselves and develop personal qualities are valuably increased by an outstanding range of stimulating educational visits, events involving visitors and optional activities after lessons, many of them encouraging exercise.

## **Care, guidance and support**

### **Grade: 2**

Providing for the personal welfare of the pupils, many of whose needs are great, is central to the work of the school. The school staff show great dedication to meeting these needs, which includes a willingness to support the children's parents as a way of helping the children themselves. Inspectors received many glowing written tributes to the care shown by the school, one describing the staff as 'amazing' in the way they 'go above and beyond their roles as teachers' to be 'caring and supportive in every way'. This personal dedication is backed up by rigorous procedures to keep a check on pupils' contentment and to ensure safety and welfare. Guidance for pupils on their academic progress is good but is still in the course of development and shows some inconsistency. Guidance on writing is very effective and pupils know and understand what they must do to improve here. In other areas of learning, guidance is less frequent and clear.

## **Leadership and management**

### **Grade: 2**

The senior staff lead a dedicated team of colleagues who are united in their determination to ensure that pupils overcome any disadvantages they may experience and have opportunities that are just as good as pupils have elsewhere. Governors and senior staff set high expectations for the school, the staff and the pupils but also ensure that all the support necessary for success is provided. Senior staff keep a close watch on all aspects of the school's work and this leads to a high degree of consistency in approach and quality across the classes. When the need for improvement is spotted, the response is immediate and thorough. This is well illustrated by the school's reaction to the 2005 Year 6 test results, which it found disappointing. This led to a long-term programme for revising teaching, curriculum and assessment which has already improved older pupils' progress but has yet to be fully implemented and to fulfil all its potential. The school is enterprising in making many productive links with other schools and organizations as sources of guidance and support for its drive to improve.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
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	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

<sup>1</sup> 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.



## Annex A

**Leadership and management**

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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

26 April 2007

Dear Pupils

Inspection of Twickenham Primary School, Birmingham B44 0NR

The inspectors who visited your school recently would like to thank all of you for your friendly welcome. We really enjoyed meeting you and talking to you.

It was very good to see that you really enjoy school and that you get on extremely well with each other and with the adults. You are making good progress. This is partly because you have a very sensible attitude to school, and to your work, and because your behaviour is excellent.

Some of you and some of your parents told us how much help the teachers and the others adults give you. We saw this for ourselves. All the adults care for you very, very well. They give you lots of help and encouragement. The teachers give you good lessons and provide good work that helps you learn a lot. They also organise plenty of interesting visits and events and put on many after-school activities which you enjoy.

- We have said that yours is a good school and that in some ways it is outstanding. The adults in charge of the school are doing a good job and are taking good care of you. However, we have suggested two ways that the school could give you still more help. We noticed that you make better progress in literacy and numeracy than you do in science. We also found that you are not always sure what you must do to improve in your work. So, we have asked the teachers to:
  - help you make more progress in science
  - mark your work and set targets in ways that help you understand how to improve.

We wish you all the best for the future.

M H Cole Lead Inspector