

Quinton Church Primary School

Inspection report

Unique Reference Number	103399
Local Authority	Birmingham
Inspection number	286647
Inspection dates	18–19 June 2007
Reporting inspector	Mike Capper

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	201
Appropriate authority	The governing body
Chair	Sally Cotterell
Headteacher	Zbig Cichocki
Date of previous school inspection	20 May 2002
School address	Hagley Road West Quinton Birmingham B32 1AJ
Telephone number	0121 6754422
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Quinton Church Primary School takes its pupils from the local community, as well as from further afield. The proportion of pupils eligible for free school meals is below average. The number identified as having learning difficulties is broadly average. Children's attainment is broadly in line with the levels expected for their age when they start school in the Reception class.

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 where pupils achieve well. Standards are rising and pupils make good progress because teaching is good. Throughout the school, teachers' enthusiasm and their very good management of behaviour are key factors in the good levels of enjoyment seen in lessons. Most parents are appreciative of the work of the school. One parent summed up the views of many by commenting that, 'Each child is given the opportunity to shine, achieve and fulfil their potential'.

Children get a good start in the Reception Year and by the start of Year 1, most are working at or beyond the expectations for their age. Pupils continue to make good progress in the rest of the school and standards are now above average by the end of Year 6. Pupils do especially well in English because teachers successfully meet differing needs and break skills down into small steps so that learning is secure in literacy lessons. In mathematics, there are occasions, especially in Years 3 to 6, when work is not challenging enough for the most able, slowing progress.

Pupils' personal development and well-being are good. Pupils are enthusiastic learners and they behave sensibly in lessons. They are polite and friendly to visitors. Pupils have a good understanding of how to stay healthy. They are keen to take exercise and they do their best to eat and drink healthily. They explain how growing their own vegetables in the school garden help them to understand what is meant by 'good food'. Care, support and guidance are satisfactory. Adults have the pupils' best interests at heart and show good levels of care in lessons. Teachers' marking and target setting is helping pupils understand how to improve their work, although this is not yet consistently good across the school.

Pupils are happy at school and especially enjoy the very wide range of activities outside lessons which enrich the satisfactory curriculum. As one pupil said, 'I like coming to school because I have lots of fun and can take part in different sports and learn to play the clarinet'. The school is working hard to develop closer links between different subjects in order to make learning even more meaningful. This is more firmly established in literacy than in other subjects. At the moment, pupils do not get enough opportunities to use their numeracy and computing skills across the curriculum.

Good leadership and management have helped the school to improve. The calm and reflective leadership of the headteacher means that developments are carefully planned and are based on a good understanding of what needs improving. The headteacher is ably supported by enthusiastic subject leaders, who take a good part in checking that all pupils are doing well enough. The rigorous way in which members of staff have tackled recent underachievement in writing demonstrates the school's good capacity for further improvement. Senior managers deploy resources well to support learning.

What the school should do to improve further

- In mathematics, consistently pitch work at the right level for more-able pupils.
- Give pupils more opportunities to use their numeracy and computing skills in different subjects.
- Make better use of marking and targets to help pupils understand how to improve their work.

Achievement and standards

Grade: 2

Pupils' achievement is good. Children make good progress in the Reception Year. By the end of the year, most have reached or exceeded the expected levels for their age. Pupils continue to make good progress in Years 1 and 2. Standards at the end of Year 2 have been above average and rising for the last three years. These improved results lower down the school are beginning to be reflected in the higher standards being reached in Years 3 to 6, especially in English, with most pupils reaching the challenging targets that they are being set.

Standards in Year 6 are now comfortably above average in English, mathematics and science. Pupils make consistently good progress in English across the school. In mathematics, progress is good in many lessons, although the more able are not always challenged well enough. Pupils often lack confidence in applying their mathematical skills to practical activities.

Throughout the school, pupils with learning difficulties and/or disabilities make good progress because they are given effective support in lessons.

Personal development and well-being

Grade: 2

Pupils' personal development is strongly supported by the distinctive Christian character of the school. Pupils' positive attitudes support their learning well. Pupils' enjoyment of school is clearly evident in their smiling, friendly faces and in their good attendance. Behaviour is good in lessons, with pupils generally listening carefully to the teachers and trying hard. Pupils are taught how to stay safe, although they do not always apply this knowledge at playtimes or lunchtimes, when behaviour can sometimes be over-boisterous. Children in the Reception class gain confidence quickly. By Year 6, most pupils have good self-esteem and can express their opinions articulately.

Pupils' spiritual, moral, social and cultural development is good. Pupils take responsibility well and are kind and considerate. The school council helps to give pupils a voice. Pupils make a good contribution to the local community by fundraising for charities and looking after the environment. Trips to places of worship help pupils to develop a good understanding of what it means to live in a multicultural society. Pupils take part in elections and have to make formal applications in order to become a 'prefect'. Activities such as these prepare pupils well for later life.

Quality of provision

Teaching and learning

Grade: 2

Good teaching is a major reason why pupils do well. In the Reception class, calm and patient support ensures children settle and learn new skills quickly. Throughout the school, teachers manage pupils' behaviour particularly well and have good relationships with them. This helps to ensure that pupils are engaged in their learning and are keen to do their best. Pupils' understanding is helped by teachers' clear explanations and good questioning. Teaching is more effective in English than in mathematics, especially in Years 3 to 6. Last year, the school identified that progress in writing needed improvement and implemented a new programme for its teaching. This is being used well by teachers and has helped to improve pupils' skills

quickly. Effective teamwork between the class teacher and teaching assistants is a significant strength in supporting learning in English, and group work enables tasks to be well matched to pupils' abilities. In mathematics, teaching is not always as precise and there are occasions when work does not provide enough challenge for more-able pupils. In addition, an overuse of worksheets in some classes makes it difficult for pupils to see how they are doing from lesson to lesson in mathematics.

Marking and target setting are beginning to be used well to support learning, although this is not yet consistently good across the school, with the best practice seen in Year 2.

Curriculum and other activities

Grade: 3

In the Reception class, adults plan imaginative and exciting work that supports children's learning well, although the classroom does not have easy access to an outdoor area and this limits children's opportunities to work outside. In Years 1 to 6, the curriculum meets statutory requirements. The school is beginning to link different subjects in order to make learning more purposeful but this is still in the early stages of development. At the moment, pupils are not given enough opportunities to improve their skills in numeracy or computing by using them across the curriculum.

Pupils are rightly pleased with the clubs, visits and visitors that are offered by the school. These extend pupils' awareness of the wider world, support their personal development well and introduce new skills, especially in music. Good use is made of specialist coaches and links with local clubs to overcome the school's lack of a playing field and to help pupils to experience a good number of sports.

Support staff contribute well to the range of activities offered outside lessons. For example, at lunchtime a teaching assistant works with small groups of pupils playing various games that encourage co-operation and another runs a library and computer club.

Care, guidance and support

Grade: 3

The school works well with parents and outside agencies to safeguard pupils' well-being. Teachers and teaching assistants are kind and caring and ensure that pupils feel safe and secure at school. Pupils report that they know who to turn to if they have a concern and they are happy that occasional bullying is dealt with well.

Several parents and pupils expressed concern about lunchtime supervision. Inspectors found that, whilst the quality of care is satisfactory, it is not as good as at other times of the day. This is because midday supervisors do not always pick up on silly or rough behaviour quickly enough. Lunchtimes are unnecessarily long and arrangements for eating outside on sunny days are not well managed and do not encourage pupils to eat sensibly.

Detailed systems for tracking pupils' progress have helped to improve academic support and to raise standards. These give a clear picture of overall attainment, and teachers are becoming increasingly good at using this information to plan for the next stage of learning, especially in English. Pupils with learning difficulties and/or disabilities are quickly identified and are set clear targets for improvement.

Leadership and management

Grade: 2

The headteacher and senior managers have a good understanding of the school's strengths and weaknesses. This is because the monitoring of provision is good, although some of the school's evaluations are overcautious. This reflects the school's high expectations rather than any weaknesses in monitoring systems. The school has gathered a wealth of information about how well pupils are doing from year to year. This is used rigorously to identify any underachievement and to respond to it quickly.

Subject leaders play an important part in supporting colleagues and checking standards. The effect of this is most evident in English, where the recent push to improve progress in writing has been well managed and has resulted in higher standards. Developments in mathematics are more recent and have not had as great an impact on learning.

Governance is satisfactory. Governors are currently extending their role in holding the school to account so that they can be more involved in development planning.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
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

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	3
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

19 June 2007

Dear Children

Inspection of Quinton Church Primary School, Birmingham B32 1AJ

Thank you for welcoming us to your school and for showing us your work. You were polite and friendly. We are very pleased that you come to such a good school.

Some of the things we found out about your school:

- Good teaching helps you to learn new things quickly. At the moment you make slightly faster progress in English and science than in mathematics.
- You behave well in lessons and are keen to take responsibility. The well-organised school council helps you all to contribute successfully to school life. We felt that occasionally you played too roughly at playtimes and lunchtimes when we could see that there is little for you to do.
- You are taught all of the things you should be and there are lots of exciting things for you to do outside lessons. We hope your performance of Snow White goes well. It sounded great fun!
- Teachers and teaching assistants are kind and caring and they help you understand how to improve your work, although some are better at doing this than others.
- Your headteacher and teachers lead the school well and are working hard to make it even better.

What we have asked your school to do now:

- Help you do even better in mathematics by making sure that those of you who learn quickly always have work that is hard enough.
- Give you more chances to use your numeracy and computing skills in different subjects.
- Make sure that all teachers use marking and targets to help you understand how to improve your work. At the moment, this is done particularly well in Year 2.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all well for the future. We hope you continue to help your teachers by working hard and trying to help the midday supervisors by always playing sensibly at lunchtime.

Best wishes

Mr M Capper Lead Inspector