

Bournville Junior School

Inspection report

Unique Reference Number	103445
Local Authority	Birmingham
Inspection number	286663
Inspection dates	19–20 June 2007
Reporting inspector	John Eadie

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

Type of school	Junior
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	378
Appropriate authority	The governing body
Chair	Jayne Cadbury
Headteacher	S M Barratt
Date of previous school inspection	8 October 2001
School address	Linden Road Birmingham B30 1JY
Telephone number	0121 4721259
Fax number	0121 4712993

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school is situated in Bournville Village and is aided through the Bournville Village Trust. The large majority of pupils are White British, the rest representing a wide range of other heritages. Very few speak English as an additional language and they cope comfortably with all aspects of school life. The proportion of pupils with learning difficulties and/or disabilities is increasing and is now average. A new senior leadership team was formed in September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school council agreed that one of their members accurately summed up their views, when he said, 'Our school has a fascinating character'. They are absolutely right because this is an outstanding school, with a number of innovative features. In particular, the pupils enjoy an outstanding curriculum which is extremely broad and exciting. The local area is used creatively for topics that develop pupils' learning in many subjects, such as English, mathematics and history. Opportunities for pupils to broaden experiences are wide-ranging, for example performing with Welsh National Opera or being filmed after winning a healthy recipe competition. A further aspect of innovative practice in the school is the development of pupils' citizenship. There is an extremely wide range of opportunities for pupils to have their say, not only in improving the school, but in local and even national and international forums. This superb progress in citizenship is at the heart of pupils' outstanding personal development.

Pupils' academic progress has improved in the last year and is good. They achieve well through the school to reach well above average standards by the time they leave. The major reason for the improving progress is the very good systems of assessment that have been put in place. These quickly identify pupils of all abilities who are not making expected progress. Very effective strategies are put in place to help them catch up. These are checked very thoroughly and show that these pupils make up lost ground quickly and often make excellent progress. Outstanding progress is also the norm for pupils with learning difficulties and/or disabilities as their needs are identified very accurately, clear plans are made for their progress and they are supported very well.

At the root of the success of the school, and particularly the recent rapid progress, is outstanding leadership and management. The headteacher is visionary, with her finger on the pulse of educational developments. The new senior leadership team is extremely effective and members of the team complement each other very well. They have been largely responsible for the initiatives that have improved pupils' progress this year. School systems of self-evaluation are extremely thorough and are based on a very wide range of monitoring procedures.

The major reason for pupils' good progress is good teaching. Teachers plan clearly, and what pupils are expected to learn in lessons is a priority in this planning. Pupils are very well involved in evaluating the success of their learning. Targets for improvement are discussed with pupils and their parents at the start of each year. Pupils are very clear about which level they are working at and exactly what they need to learn to progress to the next level. An area for development in teaching is that it is not sufficiently consistent through the school. Although the school has realised this and has put in place procedures to improve, there are still opportunities missed, for example to give teachers more opportunities to observe the best practice. Assessment procedures have improved notably during the last year. Very clear records are kept of pupils' achievement at the end of each term and these are used very well to adapt their targets. These very thorough assessment systems, along with excellent pastoral care, lead to outstanding care, guidance and support.

Good progress has been made since the previous inspection. This, together with the extremely accurate assessment of strengths and weaknesses and the clear drive to raise standards, means that the school is outstandingly well placed to continue on its upward path.

What the school should do to improve further

- Improve the consistency of teaching so that all teaching is as good as the best.

Achievement and standards

Grade: 2

The current Year 6 reached above average standards when they took the national tests in Year 2. Pupils are now attaining well above average standards. This shows good progress in English, mathematics and science. Due to a number of initiatives, progress has improved considerably in the last year. This is particularly the case for more able boys, who were not doing so well. They are now making the same progress as girls.

Pupils are making good progress through the school and achieving well. In a wide range of subjects, such as art and design, music, history and religious education, pupils make outstanding progress. Their progress in citizenship is exemplary. Progress for pupils with learning difficulties and/or disabilities is outstanding as very careful plans are put in place to meet their specific needs and they are supported very well.

Personal development and well-being

Grade: 1

The influence the school council has on school improvement is exceptional. The results of their consultations with other pupils have, for example, enlivened the curriculum and produced the school's policy on combatting bullying. Council members are articulate and thoughtful in the way they represent their school. All pupils' first-class understanding of citizenship increases their self-esteem without making them think they are superior. Their charitable work in the local and worldwide community promotes their understanding of economic and environmental issues very well. They develop a strong sense of responsibility towards their community. Pupil's spiritual, moral, social and cultural development is outstanding.

Behaviour is excellent and pupils are happy and eager to attend school, particularly as they enjoy an increasing amount of independent learning as they move up through the year groups. They have a good knowledge of how to stay healthy, although a few continue to bring unhealthy snacks into school. The school council understands this, but say that they 'like to give pupils freedom of choice'. Throughout the school, pupils enthusiastically take part in many extra-curricular sports activities and have an excellent understanding of how to stay fit and safe. Pupils' excellent attendance, good punctuality, outstanding attitudes to work and the good progress they are making equip them extremely well for their future.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan work which captures pupils' interest and motivates them to learn well. Throughout the school, teachers have high expectations of pupils' achievement and good classroom management skills. They make effective links between different subjects, such as English and science, which gives pupils the opportunity to practise the skills they learn in one subject in another. For example in one science lesson, pupils were encouraged to write raps or poems to remind them of the functions of each part of a flowering plant. Teaching assistants work closely alongside teachers, contributing very effectively to pupils' learning, particularly for those with

learning difficulties and/or disabilities. On occasions, the introductions to lessons are too long so pupils do not have enough time to complete the tasks set to their own satisfaction. The quality of teaching varies. Teachers' marking is good; their use of targets and pointers on how pupils can improve their work even further is very specific. This is a factor in the improved progress that pupils are now making.

Curriculum and other activities

Grade: 1

The curriculum has been developed extremely well to focus on a creative approach. As a result, it is exciting, meets the needs of all pupils and helps them to build on their previous learning. The school is currently developing this approach even further by linking areas of learning more closely to pupils' experiences as well as providing very good links between subjects. For example, in Year 6, pupils went to members of the local community to learn more about the history of the locality. They used the information they gained to develop their mathematical and speaking and listening skills as well as learning how to produce a video. The school has developed an extremely successful programme for teaching citizenship. Links with outside agencies, including local secondary schools, are extremely effective, particularly in enhancing the curriculum to provide specialist teaching in subjects such as music and dance. These links also provide additional tuition for the most capable pupils in, for example, mathematics and science, which accelerates their progress.

Information and communication technology is used very well to support all aspects of the curriculum. The school regularly organises visits to local areas of interest for pupils and invites a wide range of visitors into school to augment learning. For example, the pupils enjoyed a visit from the Young Shakespeare company. There is a very extensive range of extra-curricular activities available to all pupils.

Care, guidance and support

Grade: 1

The overwhelming majority of parents feel that their children are well cared for and supported. Procedures to keep pupils safe are very secure and risk assessments are extremely thorough. Pupils say they are confident that their teachers would help them if they had any difficulties and that teachers remind them of what they have to do to reach their targets.

Academic guidance is excellent. Pupils' progress is tracked rigorously and the information gained is used particularly effectively to ensure that they make progress that is at least good. These systems are linked to excellent targets set for pupils. These ensure that pupils know exactly what they need to learn next in order to make the best possible progress.

Leadership and management

Grade: 1

The procedures that the school has developed for monitoring and evaluating its effectiveness are exemplary. A very clear timetable of meetings, consultations and questionnaires contributes to evaluation throughout the year. Pupils' views are a major part of this process and they have been instrumental in initiating changes, for example to make the curriculum even more interesting. The monitoring of teaching and learning is very thorough and a member of the leadership team is specifically responsible for supporting teachers to improve. Although this

support allows the sharing of best practice, the school recognises the need to extend this area of its work.

Governors are extremely well informed, due to their regular visits and their own monitoring systems. They have committees linked to each area of the school development plan. This ensures that they are fully involved in playing their part in improving standards and provision for pupils.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
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?	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	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	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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?	2
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.

Annex A

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	2
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

21 June 2007

Dear Pupils

Inspection of Bournville Junior School, Birmingham, B30 1JY

Thank you so much for welcoming Mrs Brigstock, Mr Chalkley and me to your school this week. We really enjoyed talking to many of you and hearing how proud you are of your school and your involvement in helping to improve it. You are right to be proud as it is an outstanding school and many things about it are really unusual. As one of you told us, 'Our school has a fascinating character'.

We think these are the best things about your school:

- You make an excellent contribution to the work of the school, for example by writing the anti-bullying policy. Through this and other ways, you are developing into splendid young citizens.
- Your headteacher, staff and governors have excellent plans to make the school even better.
- The range of things you learn in lessons is outstanding. There is also a huge variety of other great opportunities for you, such as singing with Welsh National Opera.
- All adults take extremely good care of you. The targets that help you know what you need to learn next are really useful for you.
- Teaching is good and your progress is improving rapidly and is good. You reach well above average standards by the time you leave.

There is just one thing that we have suggested might be improved:

- The quality of lessons is a little variable and we have suggested that work could be done to make all of them as good as the best.

I know that you are well aware that you are immensely fortunate to be at such a super school and that you will continue to work hard to help to make it even better. Keep up the good work and best wishes.

Yours sincerely

John D Eadie Lead Inspector