

# Calshot Primary School

## Inspection report

---

<b>Unique Reference Number</b>	103391
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	308303
<b>Inspection dates</b>	10–11 March 2008
<b>Reporting inspector</b>	Martin Cole

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

---

<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	422
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Suzanne Harris
<b>Headteacher</b>	Dan Slinn
<b>Date of previous school inspection</b>	6 October 2003
<b>School address</b>	Calshot Road Great Barr Birmingham B42 2BY
<b>Telephone number</b>	0121 675 1059
<b>Fax number</b>	0121 675 0430

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 March 2008
<b>Inspection number</b>	308303

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

About a half of all pupils are from White British backgrounds. Nearly a quarter are Asian or Asian-British pupils and most others are Black or Black-British pupils of Caribbean origin. Children start at the school with broadly average attainment, although their language and communication skills are lower than other aspects. English is an additional language for about a quarter of entrants, and many of these are at an early stage of acquiring English.

A new headteacher was appointed eighteen months ago. For several years previously, there had been a number of changes of headteacher, including some temporary appointments.

## 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. After a period when headship lacked continuity, strong leadership and management have brought about significant recent improvements in the quality of education and in pupils' achievement, both of which are now good. This is the case both at the Foundation Stage and in Years 1 - 6.

A key strength of the school is the effective promotion of pupils' good personal development. From their early days in the Nursery onward, pupils learn to behave well and develop sensible attitudes to school and to learning. They feel safe and happy at school, thanks to the good arrangements the school makes for safeguarding pupils and ensuring their personal welfare. They also understand how to be healthy, though this is not always reflected in their lunch choices or supported by the amount of exercise taken by younger pupils. Pupils particularly enjoy the very good relationships they make with school staff, whom they find very helpful and encouraging. Consequently, pupils grow well in self-confidence and with a will to succeed.

Pupils' positive attitudes and good behaviour combine with the good quality of the teaching to result in good progress in lessons. Pupils of all abilities, ethnic backgrounds and needs achieve well, reflecting the school's firm commitment to equal opportunities. The oldest pupils' standards were shown to be broadly average and rising in 2007 national tests. Present pupils are on track to achieve a further rise. Teachers' management of pupils is particularly skilful and lessons are consistently calm and purposeful events. The work provided for pupils is well matched to their abilities and needs. Teachers challenge pupils to do their best and give them plenty of patient and encouraging help and good guidance on how to improve their work. The curriculum is satisfactory. It has some strong features, such as the work planned for pupils with learning difficulties and the lively programme of educational visits and visitors. Both the teaching and the curriculum miss opportunities to excite pupils through links between subjects, the use of information and communication technology (ICT) and opportunities for them to work on their own. After school, older pupils have some good opportunities for sport but there are few activities catering for other interests.

Strong leadership and management are seen in the very successful pursuit of school improvement since the appointment of the headteacher. School staff are working together effectively to ensure consistently good quality in the teaching and in meeting pupils' personal needs. The school has a clear understanding of how it can be better and plans improvements very carefully. It employs careful checks on the teaching and on pupils' progress to ensure that agreed changes are successfully implemented. The clear trend of recent improvement shows the school has a good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children in the Foundation Stage enjoy being in school and are eager to learn. The well led and managed arrangements ensure a caring, safe and happy environment where children are valued and are encouraged to blossom. Personal and social development is a strong feature as evidenced by the good relationships with adults who provide focused yet unobtrusive support and encouragement. Good teaching and a good curriculum promote good progress through activities well matched to children's needs and clear routines that allow them to make decisions and choices. On occasion, the range and quality of child-initiated opportunities for learning does

not challenge each child sufficiently. By the end of the Reception Year, most pupils attain the national expectations for their age, though rather fewer do so in some aspects of communication, language and literacy. There is good support for pupils with English as an additional language. Children are given lively opportunities for real-life experiences as demonstrated by their interest and enjoyment when a baby and her mother visited. The outdoor facilities are satisfactory; the school is in the process of developing them and their use.

### **What the school should do to improve further**

- Extend links between subjects, including the use of ICT, and increase opportunities for independent work, to make learning more exciting.
- Give pupils further encouragement and opportunity to eat healthily and to exercise.
- Extend activities after lessons to cater for a wider range of interests.

## **Achievement and standards**

### **Grade: 2**

In Years, 1 to 6 pupils build well on the good start they made at the Foundation Stage. Following significant improvements in the teaching that have increased progress in lessons, pupils are now achieving well throughout the school and standards are rising. Year 2 pupils' results in 2007 national tests were significantly higher than previously and were above average in writing. Year 6 pupils' test results, which were broadly average, also improved. These results would have been still higher but for the impact of several low-scoring pupils who joined the school at a late stage of primary education with learning and/or behavioural difficulties. More recent evidence of pupils' good progress during the present school year shows that the trend of improving achievement and standards is continuing, with noticeable gains in mathematics and science that reflect a particular drive by the school in these subjects. Good progress is made by pupils of all abilities and needs, including pupils with learning difficulties and/or disabilities. Pupils with English as an additional language make good, and sometimes especially good progress.

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

### **Grade: 2**

Pupils say that they really enjoy school, one remarking 'I hate weekends because I want to be at school'. They especially value their excellent relationships with their teachers whom they find friendly, caring and encouraging. Pupils get on very well with each other, too. The very good atmosphere in the school is highly praised by parents. Pupils make a good contribution to the community through responsibilities such as reading mentors, school buddies, the good range of monitors, and the school council. Pupils understand how to be healthy and, when possible, join enthusiastically in physical exercise. Younger pupils would like to engage in more sport. Although school lunches provide a balanced and healthy diet, the take-up by pupils is limited. Many say they do not enjoy school meals, and the unattractive setting in which they take place does not encourage them to value healthy meals.

Pupils acquire a good sense of responsibility and the ability to work in teams. Together with their progress in literacy and numeracy skills, this is preparing pupils soundly for later adult life. However, the school provides relatively few opportunities for pupils to show independence or initiative in their learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

Very skilful management of pupils leads to consistently good behaviour and positive attitudes in lessons. Pupils are very attentive to the teacher and their tasks. They try hard. Lessons are brisk, businesslike and happy occasions. There is thorough planning of lessons to meet all pupils' needs. Careful assessments of pupils' progress are well used to group pupils by ability and tailor the tasks and support provided to their needs. Teaching is both challenging and very supportive for all. Lessons are clearly focused on the intended learning. Very good use is made of interactive whiteboards by teachers to add visual impact to explanations and to demonstrate to the class, often with the involvement of pupils. However, other opportunities for pupils to use ICT in lessons are quite limited. There are some instances of outstanding practice when the teaching really excites and enthuses pupils. At some other times, pupils are content and compliant but not noticeably enthusiastic. Pupils say they would welcome more opportunities to use computers and to work on their own.

### Curriculum and other activities

#### Grade: 3

Work in literacy is a strength, with pupils enjoying good opportunities for extended writing and activities such as debates. Recent improvements in mathematics and science have involved pupils more actively in their learning, enlivening these subjects and improving progress. The school is at an early stage of developing themes to link subjects and incorporate ICT so as to add excitement to learning. Pupils with learning difficulties and/or disabilities all have well designed and effectively implemented individual programmes of work and close staff support.

The well-planned programme of educational visits and visitors, participation in a Sports Partnership and various community projects enrich the curriculum and are much valued by pupils. African drumming, song writing, street dance, and participation in the Lord Mayor's Citizenship Debate are examples of how well the school ensures its pupils develop wider horizons and a role in their community. There are some good extra activities after school, mainly for older pupils to join in sport, but there is little provision for other interests.

### Care, guidance and support

#### Grade: 2

'I think this is a wonderful school' is typical of many comments from parents. Many refer to the very good care provided for pupils as one reason for their praise. They feel that staff know their children well and act immediately when individuals need help. The school has good systems to ensure pupils' health and safety. Pupils trust their teachers and are confident of their help in resolving any upsets.

Pupils are well supported in their learning. Regular measures of their progress are made, and good additional strategies are in place to support any pupil whose progress disappoints. Pupils are set challenging targets and teachers' marking, especially in English, often gives clear guidance on how to improve. Pupils know their targets and what they need to do to reach them.

## Leadership and management

### Grade: 2

After a period of some instability in the staffing of the school, including headship, the school is now moving forward energetically under the strong leadership and management provided by the new headteacher. Challenging targets are being set and good progress made towards them, although many initiatives are too recent for their effectiveness yet to be fully evident in raised standards. The full support of senior colleagues and the commitment and good teamwork of the staff are helping to bring the headteacher's clear vision for the school into being. One very satisfied parent referred to the school's 'highly motivated and enthusiastic staff.' Planning for school improvement shows a good strategic sense, with a clear focus on priorities defined through rigorous examination of the school's performance and close analysis of pupils' progress. Governors give good support to these processes.

**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](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

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

### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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 extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

### 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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

## Text from letter to pupils explaining the findings of the inspection

12 March 2008

Dear Pupils

Inspection of Calshot Primary School, Birmingham B42 2BY

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

It was good to find that you enjoy going to school. You clearly feel safe and happy there. We saw that you get on very well with each other and with the adults. You have a sensible attitude to school. You work hard and you behave well. All of this is helping you to make good progress and achieve the standard of work that you should.

Some of you told us that the teachers and the other adults look after you really well. We saw for ourselves that they give you lots of help and encouragement. The teachers give you good lessons and provide suitable work for you to do. They also organise lots of interesting visits which you said you enjoy.

We have said that yours is a good school. The adults in charge of the school are doing a good job. They are working hard to improve the school. However, we think there are three things that would make the school still better.

- We would like the school to give you more of the sort of lessons you find most exciting. This could mean more opportunities to use computers or to work on your own.
- We think the school should give you more encouragement and opportunity to eat healthily and to take exercise.
- We have suggested that the school should give you a wider variety of activities you can choose to do after lessons.

We hope you will make the most of these new opportunities and we wish you the very best for the future.

Yours sincerely

M H Cole