

# Wattville Primary School

## Inspection report

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<b>Unique Reference Number</b>	132201
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	315964
<b>Inspection dates</b>	2–3 October 2007
<b>Reporting inspector</b>	Roy Bowers HMI

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	385
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Blake
<b>Headteacher</b>	Joanne Roach
<b>Date of previous school inspection</b>	7 July 2003
<b>School address</b>	Wattville Road Handsworth Birmingham B21 0DP
<b>Telephone number</b>	01215 542768
<b>Fax number</b>	01215 1928

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

The school is larger than average and many of the pupils come from economically disadvantaged backgrounds. The vast majority of pupils are from minority ethnic groups, most of whom do not have English as a first language. The proportion of pupils with learning difficulties and/or disabilities is higher than average. Attainment of pupils entering the school is well below that found nationally.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

It is easy to see why most parents and pupils speak so highly of this school. It looks after pupils well and provides them with a curriculum which is well matched to their needs. Standards are rising year on year because of good teaching, very good support from teaching assistants and a leadership team which is determined to improve pupils' lives. Pupils of all abilities, including those with learning difficulties and/or disabilities, achieve well throughout the school. It is a school which lives up to the statement made in its brochure that it provides a 'warm and welcoming place' where all 'feel valued and respected'.

When pupils enter the Nursery, the range of skills is very wide, but overall it is well below those of typical four-year-olds. By the time they leave at the end of Year 6, even though standards are still below average in writing and mathematics, progress is good in all subjects and pupils achieve particularly well in reading. Pupils say that they enjoy coming to school, feel safe and receive good guidance. They have great confidence in the adults who work with them, knowing that their views and opinions will be listened to and valued. As a result, in lessons and around school, pupils' behaviour is good.

Pupils are kind, tolerant and forgiving, showing respect for each other and the adults who work with them. Pupils' personal, social and emotional development is given high priority and, consequently, is good. Pupils have positive attitudes to their work. They are confident, have a good level of self-esteem and work well together. They try hard to do their best, are proud of their school and are well prepared for their future education. The school has recently been granted the Healthy Schools award. Pupils know how to keep themselves in good health through correct eating habits and exercise. They have many opportunities to keep fit through regular physical education lessons and many take part in the good number of after-school sports clubs.

There are many strengths to the teaching. In a good number of lessons, the work is matched well to the needs of the pupils, but, in some lessons, the work planned for the most able pupils is too easy and does not challenge the pupils enough. In the vast majority of lessons, pupils are excited by a wide range of stimulating activities. However, occasionally, the teacher talks for too long and pupils become restless and begin to lose concentration. The teaching assistants are highly skilled and make a significant contribution to pupils' learning.

Pupils enjoy the rich and varied curriculum. The school welcomes visitors and pupils enjoy the many visits to places of interest. There are good links with the local secondary schools for enrichment projects during term time, weekends and holidays. The Pyramid Club provides support for pupils with social and emotional problems.

The leadership team, led well by a strong, committed and determined headteacher, provides a drive and impetus which is relentless in the pursuit of higher standards. The detailed way in which pupils' progress is tracked allows extra support to be given to those who are having difficulties in their learning. As a result, pupils of all abilities are now making increasingly better progress and standards are rising. However, the tracking information is not used well enough to hold teachers to account for the progress made by their pupils. The school knows itself well, has good capacity to improve and provides good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage, including the Nursery, is good. Accurate assessments of children's skills when they enter the Nursery allow teachers to match activities well to children's needs. Throughout the Foundation Stage, children enjoy their work and make good progress. Staff work well in partnership with parents and encourage them to join in with school activities and work with their children at home. When children first arrive in school they are helped to settle in well. All staff work effectively together and use accurate assessments of children's skills to plan a well-structured curriculum which is appropriate to the needs of all. Despite good teaching, by the time pupils leave the Foundation Stage, many do not achieve their expected goals and standards remain below average. The outdoor provision is insufficient: the ground in one of the areas is uneven and this presents a hazard for children.

### What the school should do to improve further

- Raise standards, particularly in writing and mathematics, by ensuring that all teachers match work to the needs of all the pupils, especially the most able.
- Use the tracking data more effectively to hold teachers to account for the progress made by their pupils.
- Ensure that all outdoor play surfaces are made safe.

## Achievement and standards

### Grade: 2

Pupils enter school with skills well below expected levels. The well-structured approach to learning and the good teaching throughout the Foundation Stage ensure that pupils settle well into school routines and make good progress. By the time pupils reach Year 1, they still do not have the same level of skills as most other pupils of the same age, especially in the key skills of literacy and numeracy. Although all pupils, including those with learning difficulties and/or disabilities continue to achieve well, standards at the end of Year 2 are below average in all subjects. The 2007 results show that the proportions of pupils who attain the higher levels have risen in reading and mathematics. However, very few pupils achieve the higher level in writing.

Pupils continue to progress well in most classes in Key Stage 2. Progress over the years has been inconsistent and some pupils have had their learning disrupted by staff absence and other staff leaving the school. Nevertheless, standards at the end of Year 6 have improved steadily over the last five years. The 2007 test results show a great improvement from 2006, especially in reading, with eight out of ten pupils achieving the levels expected for their age and almost one in three achieving higher. However, standards in mathematics remain below average. Over the past year, the school has focused upon improving the proportion of pupils attaining the higher levels in all subjects. This has paid dividends, with significant improvements shown in the test results, but still too few pupils are reaching the higher level in writing.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils come to lessons willing to learn and they enjoy their work. One pupil said, 'It's a really fun school. Everyone works together and teachers give us a lot of

knowledge'. Pupils like taking part in the extra-curricular activities and they talk enthusiastically about the trips out of school. Good relationships abound and, consequently, behaviour is good throughout the school. Occasionally, when lessons do not give pupils sufficient opportunities to become actively involved, a few pupils begin to disturb others. The range of sporting activities and the focus on healthy eating successfully promote pupils' understanding of healthy lifestyles. School councillors identified the need for nutritious food and were subsequently involved in the introduction of healthy snacks and a lunchtime salad bar. Attendance is satisfactory and has improved. The school liaises well with the welfare service and parents of pupils who fail to turn up for school are contacted immediately. Pupils feel safe from bullying and harassment and say there is always an adult or 'peer mediator' to turn to if they have any worries.

Responsibilities, such as helping younger pupils with reading, together with the essential basic skills that they are acquiring, prepare pupils well for their future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children make a strong start in the Foundation Stage where they are encouraged to develop their social skills and self-confidence. Throughout the school, the good relationships between teachers and pupils and consistently good management of behaviour are reflected in pupils' positive attitudes to learning. Teachers create an orderly and calm working atmosphere and pupils respond well to this and work hard. Lessons contain activities that are interesting and varied, with a clear focus on building basic skills. Learning is particularly good when pupils are given opportunities to discuss their work with others and when questioning is directed at all pupils, even the quieter ones. Pupils make only satisfactory progress when these opportunities are missed and they are expected to listen passively rather than getting involved. Teaching assistants play a valuable and skilled role in supporting pupils, including those with learning difficulties and/or disabilities, and those for whom English is an additional language. Activities are usually well matched to pupils' abilities but are sometimes not quite challenging enough for the most able pupils. Marking is up to date and motivates pupils, but it is not used sufficiently to inform them of how they could improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, particularly because the school does much to enrich and broaden pupils' learning. Good attention is given to extending basic skills in literacy, numeracy and information and communication technology (ICT), and these are often skilfully linked to other subjects. There are suitable plans of work for pupils with learning difficulties and/or disabilities, but in some classes the curriculum does not provide sufficient challenge for the most able pupils. The school has identified writing as an area for improvement, and has established daily phonics and guided reading to improve pupils' skills in these areas. Timetabled lessons in personal, social and health education programmes contribute well to pupils' personal development. Visits from the police, school nurse and fire officers help give pupils a good grounding in personal health and safety. Pupils respond eagerly to the broad range of extra-curricular activities, including opportunities to play Asian instruments. Their cultural awareness is extended through visits out of school, including to Hindu temples and theatres.

## Care, guidance and support

### Grade: 2

The care, guidance and support given to pupils are good and help them to achieve well. The school is a warm and friendly place where the adults know the needs of every pupil. Parents are positive about the care given to their children, and pupils feel secure and well looked after. One pupil said, 'Teachers are friendly and trustworthy'. Procedures for safeguarding pupils and ensuring their health and safety are robust. The good induction procedures help children in the Foundation Stage settle happily into new routines. The strong partnerships with parents and local agencies help to meet the needs of the most vulnerable pupils. Those experiencing problems are quickly identified and receive good support from staff, who work with them and their families. Academic guidance is good. The tracking of pupils' progress is carried out regularly and enables the school to intervene swiftly if pupils are falling behind. All but the most able pupils are set challenging targets in literacy and numeracy, and are guided well towards them.

## Leadership and management

### Grade: 2

The recently formed leadership team is rapidly becoming highly effective and is contributing very well to raising standards. It is led by a committed headteacher who has set a clear direction for improving standards. She has established focused and challenging targets for improvement and enthused the staff with her determination for the pupils to succeed. This is seen clearly in the year-on-year rise in standards and the way in which the curriculum is constantly reviewed and modified to meet the needs of the pupils.

The school improvement plan is a concise document clearly focused on the key areas to raise pupils' achievement throughout the school. Rigorous monitoring of teaching, combined with detailed tracking of pupils' progress, allows necessary action to be taken to improve teaching and raise standards. Although the information on pupils' progress is detailed and analysed, it is not used effectively enough to inform the leadership of progress made by different classes or groups of pupils. Teachers, therefore, are not held to account enough for the progress made by pupils. Governors are very well informed by the headteacher of all aspects of the school. They know the school well and take pride in recent improvements.

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

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

Thank you for making our recent visit to your school such an enjoyable experience. It was a delight to talk to you and to see how happy you are. We learned a lot about your school from you. We enjoyed visiting your lessons, looking at your books and talking to you. We could see that you try hard to do your best and were very impressed with your behaviour and attitudes.

It was interesting to talk to your teachers and other adults who help you. They are kind and helpful and want you all to do your best. It was good to see how well the adults and children get on together.

I have asked Mrs Roach and other adults to continue with all the good things that are happening in your school. You make good progress, especially in your reading, but standards, especially in your writing and mathematics, need improving. I have also asked Mrs Roach to make sure that some of the work you are given is matched more carefully to your abilities, especially for those of you who are already doing very well with your work. Your teachers keep very detailed information about the progress you are making. We would like to see them make better use of this information to find out why some classes make better progress than others. You can help too by continuing to work hard and do your very best.

We shall take away many good memories about your school and have very much enjoyed the time we have spent with you. Thank you again for being so helpful and friendly.

4 October 2007



Dear Pupils

**Inspection of Wattville Primary School, Handsworth, Birmingham B21 0DP**

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Yours faithfully

Roy Bowers  
Her Majesty's Inspector