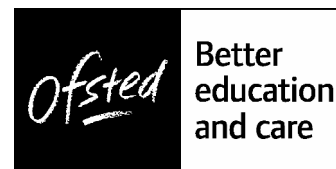


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09 March 2007

Mr D Hill
Headteacher
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Dear Mr Hill

Ofsted survey inspection programme – Education for Sustainable Development (ESD)

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 27 February to look at work in ESD.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half-term.

The evidence used to inform the judgements made included: interviews with governors, pupils, teachers and other staff, scrutiny of relevant documentation, analysis of pupils' work and lesson observations covering Reception, Years 1, 2 and 5.

The overall effectiveness of ESD was judged to be good.

Achievement and standards

Standards and achievement in ESD are good.

- Pupils have a good general awareness of environmental issues.
- Pupils know about reusable materials and general 'recycling' principles.
- Pupils know the value of healthy eating and the benefits of regular exercise.
- Pupils' standards of behaviour and abilities to cooperate with each other are very high.
- Pupils have a good knowledge of specific environmental issues such as global warming and depletion of the ozone layer.

Quality of teaching and learning

Teaching and learning in ESD are good.

- Teachers make learning about ESD principles, such as recycling, fun and interesting.
- Developing pupils' understanding about other European countries is well taught, often by innovative use of computers and the Internet.
- Outdoor learning is promoted well through a variety of activities such as monitoring environmental conditions in the school grounds or by studying micro organisms in science.
- Pupils' personal development and well being is fostered very well and is enhanced by pupils taking on extra responsibilities such as school council representatives.

Quality of curriculum

The quality of the curriculum is good.

- There are strengths in the way the school involves pupils in developing different areas of the school grounds such as the 'secret garden' and 'willow tunnel'.
- The curriculum makes good links to environmental work and ESD principles, particularly in science.
- The school's approach to promoting pupils' personal, social and health education leads to their high standards of behaviour and maturity.
- Well planned activities promote pupils' sense of responsibility within the school.
- Activities to encourage pupils to become aware of local environmental issues in the community are not systematically developed.
- The use of the school grounds is planned for well in several subjects and is enhanced by extra-curricular activities such as the gardening club.

Leadership and management of ESD

Leadership and management of this area are good.

- Although there is no member of staff directly responsible for coordinating ESD work, all staff take responsibility to include ESD principles in their own planning and subject development.
- The school has promoted good use of 'walking buses' and is actively working towards developing safe cycle routes to school.
- Views of parents and pupils are regularly sought and have resulted in changes to playground rules for example.

- The governors and staff are mindful of ESD principles within the school, but there is no formal policy for their implementation in the whole range of school activities.

Inclusion

The provision for inclusion is good.

- The welfare and well being of pupils with learning difficulties are high profile and guided by the principles of 'Every Child Matters' guidance.
- Vulnerable pupils have good levels of support. Special facilities such as 'The Den' provide a sanctuary for pupils to talk through their concerns.
- Pupils are encouraged to take part in all areas of the curriculum and very good provision for sports and artistic activities broadens the range of skills they develop.

Areas for Improvement

Areas for improvement, which we discussed, include the need to:

- consider developing a whole school policy for ESD to help bring together the different elements of good practice that exist
- extend the good use of the school grounds by showcasing the use of solar or wind power
- consider extending the pupils' awareness and concern for community environmental issues
- consider strengthening existing links with the partner school in Africa to extend pupils' knowledge of a less economically developed country.

I hope these observations are useful as you continue to develop ESD in the school.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Kevin Hodge
Additional Inspector