

Nonsuch Primary School

Inspection report

Unique Reference Number	103335
Local Authority	Birmingham
Inspection number	319399
Inspection dates	10–11 June 2008
Reporting inspector	Pam Haezwindt HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	198
Appropriate authority	The governing body
Chair	Lyn Weaver
Headteacher	Rebecca Garratt
Date of previous school inspection	21 February 2007
School address	Wood Leasow Woodgate Valley Birmingham B32 3SE
Telephone number	0121 4642064
Fax number	0121 4642688

Age group	4–11
Inspection dates	10–11 June 2008
Inspection number	319399

© Crown copyright 2008

Website: 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 one of Her Majesty's Inspectors (HMI) and one Additional Inspector.

Description of the school

The school is slightly smaller than average but numbers are now rising and there is a waiting list in Reception. It serves a housing estate in south Birmingham. Pupils' starting points on entry to the school are, for the most part, well below what is expected for their age. The proportion of pupils eligible for free school meals is well above average, as is the proportion with learning difficulties and/or disabilities. In some year groups the proportion eligible for free school meals and having learning difficulties and/or disabilities exceeds 50%. The large majority of pupils are White British but the population is made up of a number of minority ethnic communities. The proportion known to be at an early stage of learning English as an additional language (EAL) is broadly average. The proportion of pupils joining or leaving the school in between Reception and Year 6 is higher than average. The school was awarded the bronze Artsmark in 2008.

The school was inspected in February 2007 and taken out of special measures. Pupils were not making sufficient progress and so the school was given a Notice to Improve. HMI visited the school in October 2007 and judged that it was making satisfactory progress in addressing the issues for improvement and in raising pupils' achievement.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Nonsuch Primary School is now a good school. In accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement. Although pupils' starting points are mostly well below what is expected on arriving at the school, pupils are now making satisfactory progress in Key Stage 1 and good progress in Key Stage 2, attaining broadly average results by the time they leave in Year 6. The data the school has shows that these standards are likely to be sustained and may even be improved, but the school is not complacent. It is very aware that its year group cohorts vary a great deal and that it must work very hard to ensure that improvements are sustained. The school's rapid improvement of the use of assessment information has been instrumental in improving pupils' outcomes. There is very detailed information, well analysed to help all children improve and to be proud of their work. Pupils' personal development is excellent and their working relationships with staff are very good so their self-confidence begins to be built up from early on in the school.

Communication skills are weak on entry but staff mostly ensure that there are many opportunities to develop these throughout lessons and other activities and, by Years 5 and 6, most pupils are quite articulate. Pupils talked very willingly about their life at school and how much they enjoy it and how much help they get from staff to improve their work. They were also able to tell inspectors how much the school had improved recently and how they contribute to the community. They showed they have a good understanding of how to stay healthy and safe.

Care, guidance and support are outstanding; this emanates from staff knowing individual pupils so well. 'Pupil conferencing', where targeted groups of pupils discuss particular work or issues with the headteacher on Friday mornings, is particularly successful in highlighting any weaknesses in the systems and pupils feel well consulted. Contact with parents and carers has improved and many more come into the school than was previously the case; the school is planning to develop this further. Links with outside agencies and other schools to support pupils' well-being and their academic development are outstanding. Teaching is good overall and a particular strength is the way teachers cater for the needs of the exceptionally wide range of abilities in their classes. A number of lessons with high expectations, good pace, interesting content and a variety of activities were observed. Just occasionally, lessons were less interesting or controlled from the front for too long; in these pupils made less progress. The curriculum is good and relevant to pupils' interests. It is beginning to be developed creatively and there are plans for it to do so much more from September. The roles of some subject leaders have not been fully developed to date, particularly regarding cross-curricular planning. Overall, leadership and management of the school are good, but the headteacher provides outstanding direction for her school. She knows it exceptionally well and, ably supported by senior leaders and staff, she has ensured that it has made good improvement since the last inspection. Capacity to improve is very good. There has not yet been enough time to demonstrate the sustained improvement necessary to be judged outstanding.

Effectiveness of the Foundation Stage

Grade: 2

Staff have created a well organised and creative environment which stands children in good stead for their future education. Pupils' progress is very closely monitored and this information is used to provide a highly targeted range of learning opportunities. This has been effective in addressing the weaknesses that very many children have when they start school especially in

communication skills and their knowledge and understanding of the outside world. Social skills are particularly well developed and children play and work together in a calm and productive way. The curriculum and resources are highly organised in a structured way to develop children's independent learning. Children make good progress and although standards are still below average when they start Year 1, nevertheless they are well prepared and the transition is very carefully managed. Parents are very appreciative of the excellent care and attention that their children receive which contributes to their outstanding personal development. Facilities for outdoor play are limited, but the development of these is in hand, and the facilities that the school has are deployed well.

What the school should do to improve further

- Improve achievement and standards by the end of Year 2.
- Ensure that the quality of teaching and learning in all lessons is consistently good.
- Further develop the roles of subject leaders to manage the planned for and emerging creativity across the curriculum.

Achievement and standards

Grade: 2

At the end of Year 6 in 2007 pupils attained standards that were well below average. This was due to several factors including staffing turbulence, insufficiently robust tracking, pupils arriving at and leaving the school, and several pupils who were not entered for their national assessment tests. At the end of Year 2, however, there was an improving picture in reading, writing and mathematics. This has been maintained in 2007–08 and pupils have made satisfactory progress despite achieving below average results in teacher assessments. The school now uses a rigorous tracking and assessment system that enables it to investigate the progress of groups and individual pupils and target its wealth of intervention strategies appropriately. The pupils' progress has been tracked very regularly since the beginning of this academic year and support provided as needed. As a result, pupils' progress has accelerated, particularly in Years 5 and 6, where pupils have reached broadly average standards in the core subjects. Given such low starting points, this is good progress. Achievement has been particularly good in science where pupils exceeded school targets by nearly twice those set. Pupils at an early stage of learning EAL are making good progress, particularly in Key Stage 2. Pupils with learning difficulties and/or disabilities are also making good progress, particularly in reading in Year 5 and in literacy generally in Year 6. Boys do slightly better than girls in mathematics by the end of Year 6, but both do equally well in English. Despite the extremely wide range of ability in classes, teachers plan for and target group and individual needs so that in the large majority of lessons pupils' progress is good. Progress in pupils' books varies from satisfactory to good; in some year groups pupils are less productive. The senior leadership team is aware of this and plans are in place to tackle this.

Personal development and well-being

Grade: 1

Pupils' exemplary behaviour is due to the very high priority that the school has given to ensuring strong, individual personal development. Without exception, pupils are polite and well mannered in school. Indeed, the very strong development of pupils' confidence and self worth has been one of the main drivers on which the leadership of the school has been able to implement the rapid improvement in pupils' progress. They are now well prepared for the future. Social, moral,

spiritual and cultural development is good. The combination of inspiring assemblies, good personal development in lessons, and well thought out systems of rewards and sanctions have all made a strong contribution to pupils' development. Cultural development through art and a range of creative activities, together with visits and visitors to the school, contribute to the breadth of pupils' experiences. Pupils greatly enjoy their education and the atmosphere in the school is both purposeful and fun. Pupils could find nothing that they would personally want to improve in school. As one Year 6 pupil said, 'I am going to miss this school when I leave.' The school council make a constructive contribution to the life of the school. The school is strongly inclusive and this thread of very effective personal development applies to all pupils, including those who are vulnerable or need additional support.

Quality of provision

Teaching and learning

Grade: 2

Teaching has improved since the last inspection and is now generally good, sometimes outstanding. There are very good working relationships that ensure excellent behaviour. Teachers ensure that pupils know what the objectives of lessons are and in the best these are referred to throughout and at the end of the lesson to check learning with pupils. Self-assessment and peer assessment are used very early on, gradually getting more sophisticated as pupils get older. Pupils could talk about this and say how it helped them to improve. They particularly like the 'two stars and a wish' system. The development of assessment has been one of the main reasons that the school has been able to improve progress because teachers know in great detail how their children are progressing and precisely what they need to do to help them improve.

Lessons are sometimes outstandingly well organised. Planning is detailed and caters for different abilities and needs, essential in classes where the ranges of ability and need are so great. This was very noticeable in an excellent Year 5 numeracy lesson where the starter, which was challenging, fun and moved at a rapid pace, made appropriate demands on all pupils who all worked very hard to respond. A good variety of activities makes up most lessons and pupils work together as a class, in groups or pairs, and independently. As pupils get older, they gradually become more able to collaborate and improve their social and speaking skills from working together, very important given their starting points in communication. Some lessons link well to different areas of the curriculum. For example, a Year 6 geography lesson enabled pupils to develop both their research and speaking skills, as well as consolidate their information and communication technology (ICT) capability. Generally, teaching assistants work very well and closely with pupils to ensure they make the progress they are capable of. Lessons that were satisfactory kept pupils working together as a class for too long and were rather dull, although pupils remained on task and were well behaved. Overall, pupils enjoy their lessons and say their teachers are 'very approachable' and help them well. Work in books is well presented and in most year groups it is evident that teachers have high expectations.

Curriculum and other activities

Grade: 2

The curriculum, as with many other aspects of this school's provision, is in a rapid state of change. The considerable amount of work that has been done to make the curriculum more relevant to pupils and to engage them better in their learning has been effective. It has made

an important contribution to pupils' personal development and progress. In particular, it has improved their confidence and ability to work independently. The move towards a thematic and more creative approach to planning the curriculum is underway for next year. Pupils and parents or carers appreciate the increased range of additional activities including clubs and trips. The support programme for pupils with learning difficulties or disabilities makes a good contribution to the progress they make.

Care, guidance and support

Grade: 1

There are rigorous procedures to ensure pupils' safety and security. There have been no racist incidents for a long time. Excellent relationships between pupils and adults mean that pupils feel secure and confident and that there is always someone there to turn to. The school works very effectively with a wide range of external agencies to support those who are vulnerable or have specific learning needs. It works very hard to ensure that all pupils are included in school life and this is reflected in their much improved attendance. The extended range of services offered to families makes an important contribution to pupils' welfare. The Breakfast Club is much appreciated by those pupils who attend, providing very good social development and a good start to the day. Academic guidance is now very strong. Pupils are aware of the targets they need to achieve and what they need to do to achieve them and many know at which National Curriculum level they are working and what that means. This has had a very good impact on the quality of their learning.

Leadership and management

Grade: 2

Leadership and management are good. There are elements which are outstanding. The headteacher's outstanding leadership and management of the school have led it on a journey of improvement since it was given a Notice to Improve. Through her excellent direction and that of senior leaders, the school has turned itself round in a short time to become a good school with a mission for improvement and to develop young people who want to learn and are secure in the world. Self-evaluation is excellent and has resulted in robust systems being put in place to monitor, analyse and track all pupils' progress. Very regular pupil progress meetings, alongside the detailed data analysis, enable senior leaders and class teachers to target individual and groups of pupils with the support they need. As a result, both standards and progress have improved this year. Targets have been met or exceeded and are on track to do so next year.

The monitoring of teaching is regular and inspectors agreed with senior leaders' judgements about teaching and learning. Strategies to eradicate weaknesses in teaching are put in place quickly, particularly through coaching and sharing good practice, and there is now no teaching that is less than satisfactory. Most is at least good. Staffing issues have been key in the past in negatively affecting pupil progress. Overall, staffing is currently suitable and the headteacher's strategic planning for next year ensures that the best use is made of teaching staff.

Subject leadership is not as developed as well as it might be in all subjects. Whilst some subject leaders are monitoring provision and outcomes and using the results to improve curriculum planning, this is not the case in all areas. ICT, learning resources and accommodation are all very good and are well deployed to achieve good outcomes. The governing body is improving

its role within the school, for example there is a governor link to each 'Every Child Matters' outcome in the school development plan. It is thinking strategically and providing more challenge. Parents and carers are particularly appreciative of the school and pupils appreciate how well they are listened to and their views taken into consideration.

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

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?	1
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 ¹ 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?	1
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	1
The attendance of learners	2
The behaviour of learners	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	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?	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?	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	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	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 June 2008

Dear Pupils

Inspection of Nonsuch Primary School, Birmingham B32 3SE

Thank you so much for being so welcoming to your school during my recent visit with Mr Parsons. It was lovely to see you all throughout the two days and to talk to you at different times. You were all extremely polite and your behaviour was excellent. Well done. You told us how much you like the things you do at school, your teachers and other staff, and how well they help you.

We found that your school is now a good school and no longer needs to be visited regularly by inspectors. Your headteacher, your teachers and all the staff working in your school have done a fantastic job to improve it over the last 18 months. So much so that overall you are making good progress and by the time you get into Year 6 will be ready to begin life at secondary school with confidence.

All the adults working in your school care for you very well and are concerned that you do your best. They all work very hard to make this happen. At the moment you are not making quite as much progress in Key Stage 1, so we would like this to improve. Mostly, lessons are interesting and sometimes exciting. For example, I really liked seeing Year 5 'Play their cards right' and Year 6 give their presentations on rivers. Mr Parsons really enjoyed watching you playing a lollipop person in a Reception lesson. Just occasionally lessons are a bit dull or you are kept working all together as a class for too long and we have asked your headteacher to see how these lessons can be improved.

Some subjects that you learn have not been developed as much as others so we have also asked that this happens, particularly as you are going to be doing some exciting things in your curriculum next year.

We hope that you enjoy the rest of the term and your summer holiday and come back to school in September ready to do as well or even better than you have this year.

Yours sincerely

Pam Haezewindt Her Majesty's Inspector

12 June 2008

Dear Pupils

Inspection of Nonsuch Primary School, Birmingham B32 3SE

Thank you so much for being so welcoming to your school during my recent visit with Mr Parsons. It was lovely to see you all throughout the two days and to talk to you at different times. You were all extremely polite and your behaviour was excellent. Well done. You told us how much you like the things you do at school, your teachers and other staff, and how well they help you.

We found that your school is now a good school and no longer needs to be visited regularly by inspectors. Your headteacher, your teachers and all the staff working in your school have done a fantastic job to improve it over the last 18 months. So much so that overall you are making good progress and by the time you get into Year 6 will be ready to begin life at secondary school with confidence.

All the adults working in your school care for you very well and are concerned that you do your best. They all work very hard to make this happen. At the moment you are not making quite as much progress in Key Stage 1, so we would like this to improve. Mostly, lessons are interesting and sometimes exciting. For example, I really liked seeing Year 5 'Play their cards right' and Year 6 give their presentations on rivers. Mr Parsons really enjoyed watching you playing a lollipop person in a Reception lesson. Just occasionally lessons are a bit dull or you are kept working all together as a class for too long and we have asked your headteacher to see how these lessons can be improved.

Some subjects that you learn have not been developed as much as others so we have also asked that this happens, particularly as you are going to be doing some exciting things in your curriculum next year.

We hope that you enjoy the rest of the term and your summer holiday and come back to school in September ready to do as well or even better than you have this year.

Yours sincerely

Pam Haezewindt
Her Majesty's Inspector