

Bournville Infant School

Inspection report

Unique Reference Number	103446
Local Authority	Birmingham
Inspection number	323828
Inspection date	12 February 2009
Reporting inspector	Melvyn Hemmings

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Infant
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number on roll	
School (total)	270
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	R Cadbury
Headteacher	Pam Cunningham-Dexter
Date of previous school inspection	7 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Linden Road Birmingham B30 1JY
Telephone number	0121 464 8777
Fax number	0121 464 8780

Age group	4–7
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Introduction

The inspection was carried out by two Additional Inspectors, who investigated the overall effectiveness of the school and the following:

- the reasons for pupils' performance in mathematics being weaker than in reading and writing
- how well pupils use writing to promote their learning in subjects other than English
- the effectiveness of the recently modified leadership and management structure.

Evidence was gathered from the school's self-evaluation form, assessment and tracking records, parental questionnaire responses, observations of the school at work, and discussions with staff, the chair of governors and pupils. Other aspects of the school were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

The school is larger than average and has Early Years Foundation Stage provision in three Reception classes. The percentage of pupils eligible for free school meals is below average and most pupils are from White British backgrounds. The school intake is changing, and in recent years the number of pupils with learning difficulties and/or disabilities who require extra support, from a wide range of multi-agency services, has increased significantly.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It provides pupils with a very stimulating and extremely caring setting in which to learn. Parents are overwhelmingly supportive of the school and rightly very proud of the rich variety of activities their children experience. The following parental comments are typical of many: 'The school is a truly unbeatable environment for children to begin their school career in. It nurtures them and helps them fulfil their full potential, whatever their personal circumstances or needs,' and, 'Our little girl goes to school smiling and returns home smiling. We feel very fortunate that she attends this school.'

Inspirational leadership and management are at the heart of the school's success. The headteacher has a perceptive understanding of the needs of the school and has very high expectations of staff and pupils. With the very able support of other leaders, she has forged a strong team ethos and all staff are firmly committed to enabling all pupils to achieve their full potential. After Easter, the leadership structure will consist of a headteacher, three assistant headteachers and a bursar. This has been phased in during recent months, as the deputy headteacher prepares for retirement by gradually relinquishing leadership responsibilities. The seamless transition to the new structure has proved successful and leadership and management remain highly effective. Self-evaluation is accurate and correctly identifies areas for priority development. Leaders then take decisive action to bring about improvement. This is typified in the way the curriculum has been modified recently to enable pupils to use their writing skills effectively in promoting learning in subjects other than English. The school promotes community cohesion in an outstanding manner at local, national and global levels. This results from the exceptional relationships in the school between staff, pupils, parents and governors, and a willingness to be outward looking in their shared ethos of promoting a sense of belonging by all communities. Leaders are not complacent and, despite a track record of sustained very high standards, are seeking ways of further improvement, such as in pupils' mathematical calculation skills. This shows that the capacity for making any necessary changes is excellent.

The excellent progress that children make in the Reception classes is maintained throughout the rest of the school. As a result, pupils attain standards by the end of Year 2 in reading, writing and mathematics that are well above national averages. This represents outstanding achievement from their starting points on entering school. Though standards in mathematics are high, they are not as high as in reading and writing. This stems from pupils' calculation skills, and their ability to use these skills to solve number problems, not being as well developed as other aspects of mathematics. The main reason for pupils' exceptional progress is the outstanding teaching and learning evident throughout the school. Pupils have very positive attitudes to their work; they are very attentive, concentrate well and are extremely keen to learn. Teachers plan activities effectively to build on previous learning and set very challenging work for pupils of all abilities. Pupils with learning difficulties and/or disabilities make the same progress as other pupils because of the very well targeted extra support they receive. This is often provided by very effective teaching assistants. Relationships are excellent and make a significant contribution to the very calm and friendly learning atmosphere evident in all classrooms. Pupils' spiritual, moral, social and cultural development is outstanding. They are respectful and very kind and considerate towards others. Pupils behave in an exemplary manner, collaborate very well and are keen to take on responsibilities, and this makes a strong contribution to the life of the school. They also contribute very well to the wider community, such as by raising funds to provide toys for the children's ward of the local hospital. Pupils are

adopting healthy lifestyles very well, showing a very good understanding of the need for regular exercise and to eat a balanced diet. They also show a very good awareness of how to stay safe. Pupils are prepared in an excellent way for the transition to junior school, and later life.

The outstanding curriculum meets the needs and interests of all pupils in a stimulating and exciting way. It is planned very well to build on previous experiences and to develop pupils' skills in a systematic and enjoyable manner. A wide range of enrichment experiences, such as the well-attended after-school clubs and visits to places of educational interest, effectively extend pupils' learning. The excellent links with other providers, such as professional sports coaches, further develop pupils' skills. Links between subjects have been improved recently to place more emphasis on pupils using their writing skills to support learning across the curriculum. This has proved successful and pupils' work in other subjects has been enhanced. All staff are firmly committed to the care and well-being of each pupil and they are cherished as unique individuals. Safeguarding procedures are very rigorous and pupils say they feel safe and secure in school. Parents are particularly appreciative of this aspect of the school's provision. Leaders have forged excellent links with outside agencies, such as speech and language therapists and the behaviour support team, to provide extra support for individual pupils as required. This is important, as an increasing number of pupils are entering school needing this support. The school gives pupils very good guidance on how to evaluate for themselves how well they are doing and how they might improve their work. This makes a positive contribution to their development as independent learners.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter the Reception classes with skills and abilities that are broadly as expected for their age. Excellent provision enables them to make very good progress and achieve in an outstanding manner. As a result, by the time they enter Year 1, standards are above average, and for a significant number of children they are exceptionally high. This is particularly the case in communication, language and literacy and in personal, social and emotional development, because of the strong emphasis placed on these areas of learning. Adults are very aware of the needs of children of this age and provide them with exciting activities that build on their own experiences and motivate them to do well. They encourage children to make choices for themselves, from a range of activities, and particularly to choose the order in which they tackle their tasks. This very effectively develops their ability to show initiative and take responsibility for their own learning. Children work very well together in pairs and small groups, especially in the role play areas, and show a great deal of enjoyment in all they do. Outstanding leadership ensures that all statutory welfare requirements are met and that the pastoral care for children is excellent, and also ensures that children's progress is checked regularly, to make sure they are on track to meet the challenging targets set for them. Induction arrangements are very effective in helping children settle quickly into everyday school routines and grow and flourish in a very welcoming and stimulating environment.

What the school should do to improve further

- Improve pupils' mathematical calculation skills and their ability to use these skills to solve number problems.

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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?	1
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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which 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	1
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 learners' needs?	1
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

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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
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

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

■ 13 February 2009

Dear Pupils

Inspection of Bournville Infant School, Birmingham B30 1JY

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many exciting things you do. Your school is outstanding. It helps you make excellent progress and reach standards that are well above average in reading, writing and mathematics by the end of Year 2.

What we found out about your school

- It is a very friendly place in which to work and play.
- You show a great deal of enjoyment in coming to school and are very keen to learn.
- Adults look after you very well and make sure you are safe, in and around school and on visits.
- You behave in an excellent way and work really well with others in pairs and small groups.
- Parents are very proud of the school and the way it helps you reach such good standards.
- Children in the Reception classes develop their independence really well by trying things out for themselves.
- Anyone who needs extra help with their work is always given it.
- A lot of you enjoy taking part in the wide range of after-school clubs.
- You are leading really healthy lifestyles and show a very good understanding of how to stay safe.
- The way you contribute to the life of the school and the local community is very good.
- You are very well prepared for junior school and later life.
- Your headteacher and teachers are working hard to help you do even better.

What we have asked your school to do now

- Help you do even better in mathematics by improving your calculation skills and your ability to solve number problems.

You can help your school improve further by continuing to try your best in all you do and being kind and considerate to others. All of you are a credit to your school.

Yours faithfully

Melvyn Hemmings

Lead inspector