

# West Heath Primary School

Inspection report - amended

---

<b>Unique Reference Number</b>	134279
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	328876
<b>Inspection dates</b>	25–26 June 2009
<b>Reporting inspector</b>	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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	348
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Geddes
<b>Headteacher</b>	Glenn Duggan
<b>Date of previous school inspection</b>	8 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Rednal Road Birmingham B38 8HU
<b>Telephone number</b>	01214 584257
<b>Fax number</b>	01214 598340

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	25–26 June 2009
<b>Inspection number</b>	328876

## **Amended Report Addendum**

Report amended due to administration error

---

© Crown copyright 2009

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

This larger than average primary school has Early Years Foundation Stage provision in two Reception classes. The percentage of pupils eligible for free school meals is above average, as is the proportion of pupils with learning difficulties and/or disabilities. A small minority of pupils have emotional and behavioural difficulties. Most pupils are from White British backgrounds. A small number of pupils from ethnic minority backgrounds are at an early stage of learning English.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It is improving and provides a caring and friendly setting in which to learn. Most parents support the school and appreciate the activities their children experience. Two parental comments are typical of many: 'The school treats each child as an individual and does their very best to care for and encourage children to make the best of themselves' and 'The teaching staff are friendly and approachable and any problems I have had have been sorted out to my satisfaction.'

The good leadership of the headteacher is the driving force behind the school's improvement. In the last two years, he has overseen improvements in pupils' personal development, relationships with parents, the quality and standards in the Early Years Foundation Stage and progress in pupils' literacy skills. All involved in the life of the school share a common commitment to school improvement and a strong team ethos is evident. Leaders at all levels are aware of their individual responsibilities and carry them out diligently. However, they are not as effective in working collectively to use information about the progress of different groups of pupils to ensure all pupils meet their set targets. This is particularly the case for pupils who are more able. Leaders promote community cohesion well. They ensure a common vision and sense of belonging by all, as part of the school and the wider community. All in school are treated equally and fairly and helped to appreciate and value the diversity of people's different backgrounds and circumstances. The school's recent track record shows it has sound capacity to make any necessary changes.

Children have a good start to their education in the Reception classes and make good progress. Throughout the rest of the school, pupils' progress is satisfactory. By the end of Year 6, standards are below average in English, mathematics and science. This represents satisfactory achievement from pupils' starting points on entering school. Leaders have targeted successfully an improvement in attainment in English over the last year. As a result, almost all pupils now make satisfactory progress in this subject and an increasing number good progress. In mathematics, pupils are not adept at using what they already know to help them solve problems in new situations. The main reason for progress being satisfactory, rather than good, is the inconsistency between classes in the quality of teaching and learning. This means the work given to pupils does not always challenge them effectively, particularly those who are more able. Pupils show positive attitudes to learning and enjoy their lessons. Teachers manage activities well and relationships are good, which leads to classrooms being friendly places in which to work.

Pupils' good personal development means most of them behave well and are considerate to others. They take on responsibilities willingly, such as by being a member of the school council. In so doing, they make a good contribution to the school community by giving all pupils a voice in the way the school develops. A wide range of enrichment activities adds further interest to the satisfactory curriculum effectively. These include extra-curricular activities and visits to places of educational interest. The good pastoral care and support provided by the school are much appreciated by parents and pupils. Pupils say they feel safe and secure in school and are confident they would be listened to and helped by adults if they had any concerns or worries.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children start school with skills and abilities that are below the levels expected for their age. Improvements in provision over the last two years, including more focused planning and an enhanced outdoor area, mean they now make good progress and achieve well across all the areas of learning. As a result, they enter Year 1 with average standards. Teaching and learning are consistently good. Adults plan activities that meet the needs of children of different abilities effectively and the pace of learning is good. The effective balance between activities directed by adults and those chosen by children makes a positive contribution to children's development as independent learners.

Children settle quickly into everyday routines, behave well and show much enjoyment in their activities. This was evident in the outdoor role-play area, set as a pizza outlet, when children were lost in a world of their own as they took orders and organised deliveries. Good leadership has rightly identified the need to improve further the outdoor provision by planning a wider range of activities for children to choose from in each of the areas of learning. Good quality care and effective promotion of children's well-being result in them feeling happy and safe and trusting the adults who look after them. Effective partnerships with parents have been forged through good induction procedures.

### What the school should do to improve further

- Raise standards in mathematics by improving pupils' skills in using what they already know to solve problems in new situations.
- Ensure pupils, especially the more able, are always given work that challenges them effectively, in order to accelerate their progress.
- Make better use of assessment information to make sure all individuals and groups of pupils reach the targets set for them.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Improvement in the provision for children in the Early Years Foundation Stage means they now achieve well. This improvement has not had time to impact on pupils' standards throughout the rest of the school. Standards at the end of Year 2 are below average in reading, writing and mathematics, and by the end of Year 6 in English, mathematics and science. Progress in English is accelerating because pupils now have better opportunities to develop their speaking and listening skills and to write imaginatively in other subjects. Leaders have rightly prioritised action to promote improvement in pupils' ability in mathematics to use what they already know to solve problems in new situations. Pupils with learning difficulties and/or disabilities, and those at an early stage of learning English, make the same progress as their peers because of the extra support they receive.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. They respect other pupils' views and ideas and are willing to offer them support when needed. Most pupils behave well and work effectively with others. However, a small minority have behavioural difficulties and do not act responsibly at times. A number of parents expressed concerns that this could affect their children's progress adversely. Staff act quickly when problems occur and minimise any disruption to pupils' learning successfully. Pupils not only play a positive role in school life by taking on responsibilities but they also make a good contribution to the local community, such as by taking part in local events and raising funds for the Lord Mayor's charities. Pupils adopt healthy lifestyles well and talk enthusiastically about the need for regular exercise and the importance of eating a balanced diet. They have a good understanding of how to stay safe when in and away from school. Pupils gain literacy and numeracy skills in a satisfactory manner and are suitably prepared for the next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Pupils show interest and enthusiasm in their activities and are keen to learn. They co-operate well with adults and other pupils in their activities. Teachers take care to plan lessons so they build on previous work. This enables pupils to use what they already know to support their current learning. However, the activities do not always challenge pupils of different abilities sufficiently and this leads to work being too easy for some pupils and too hard for others. This limits the overall progress that pupils make. Staff use praise well to celebrate pupils' achievements and, in so doing, raise their self-esteem and confidence. Teaching assistants are deployed well and provide valuable support for all pupils, especially those with learning difficulties and/or disabilities, and for pupils at an early stage of learning English.

### **Curriculum and other activities**

#### **Grade: 3**

Over the past two years, the curriculum has been modified successfully with a creative and thematic approach, which has captured and maintained the interest of pupils. This has led to pupils being more engaged and motivated in their learning. This is particularly the case in English and is seen in their improved rate of progress in this subject. However, curriculum planning does not always provide appropriately challenging work for pupils of different abilities, especially those who are more able. The school provides pupils with a wide range of extra-curricular activities that are well attended. The provision for information and communication technology is good and used effectively by pupils to support their work across the curriculum. The good programme for personal development makes a valuable contribution to the good progress pupils make in this aspect of their learning. Older pupils appreciate particularly the residential stays which help them to grow in confidence and independence.

## Care, guidance and support

### Grade: 2

The school provides a safe, supportive and nurturing environment. Safeguarding arrangements meet statutory requirements. Thorough child protection procedures mean that all staff know the steps to take if they have concerns about the well-being of a pupil. Risk assessments are in place for activities in and around school and on visits to ensure pupils' safety. Good links with outside agencies, such as the behavioural support service and educational welfare officer, mean extra help is available for individual pupils as required. Leaders have worked hard to improve attendance successfully, which is now satisfactory. However, despite their best efforts, a small minority of parents do not send their children to school regularly enough and this hinders their progress. The school has improved pupils' skills in evaluating for themselves how they might improve, but this guidance is not consistent between classes.

## Leadership and management

### Grade: 3

Accurate self-evaluation enables leaders to identify and prioritise areas for development. Action is then taken to bring about improvement, as exemplified in the improved provision for English. Performance management has been improved, so there is a closer link between the professional development of individual staff and whole-school priorities. Even so, leaders do not always use information about the progress of different groups of pupils effectively to ensure all meet their set targets. Pupils with emotional and behavioural difficulties are supported well. Leaders have put into place a nurture group that effectively meets their needs within a caring and sensitive environment. Relationships with parents have been improved since the last inspection. As a result, parents are now more supportive of the school. Governors support the school well and are keen to develop their role to more effectively evaluate its performance and influence its development.

**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?	3
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 capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

---

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which 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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

29 June 2009

Dear Pupils

Inspection of West Heath Primary School, Birmingham, B38 8HU

Thank you for the friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the things you do. Yours is a satisfactory school that is improving. Though standards are not as good as they could be by the end of Year 6, you are now beginning to improve your progress, especially in English.

What we found about your school.

- It is a friendly place in which to work and play.
- You enjoy coming to school and are keen to learn.
- Adults take good care of you and make sure you are safe, in and around school and on visits.
- Recent improvements to the curriculum mean you are making better progress in English.
- You are leading healthy lifestyles and show a good understanding of how to stay safe.
- Leaders of the school are working hard to make improvements and help you do better.

What we have asked your school to do now.

- Help you do better in mathematics by improving your ability to use what you already know to solve problems in new situations.
- Make sure you are always given activities that make you think hard, especially those of you who find work easy.
- Make better use of information about how well you are doing, to make sure all of you meet your set targets.

You can help your school improve further by continuing to try your best in all you do. All my best wishes for the future and I hope you continue to enjoy your learning.

Yours faithfully

Melvyn Hemmings

Lead inspector