

Adderley Primary School

Inspection report

Unique Reference Number	103159
Local Authority	Birmingham
Inspection number	331584
Inspection dates	7–8 May 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	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	583
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	Kadeer Arif
Headteacher	Richard Hornsby
Date of previous school inspection	22 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Arden Road Birmingham B8 1DZ
Telephone number	0121 4641500
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Age group	4–11
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This much larger than average school has Early Years Foundation Stage provision in three Reception classes. The proportion of pupils from minority ethnic groups is very high and many of these are at an early stage of learning English. The number of pupils who leave or join during the academic year is much higher than normal. The eligibility for free school meals is well above average, as is the proportion of pupils with learning difficulties and/or disabilities. In June 2008, Adderley governors agreed a local authority proposal to collaborate with a successful local school. Its headteacher would become the executive headteacher with responsibility for both schools. The school appointed 19 new members of staff in September 2008, including 12 class teachers and three assistant headteachers. A new headteacher was appointed in April 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education act 2005, HMCI is of the opinion that the school no longer requires significant improvement. This is a satisfactory school. It is improving and provides a caring and friendly setting in which to learn. The vast majority of parents support the school and are pleased with the way it has moved forward in the last few months. Two parental comments are typical of many, 'I can see a big improvement in the school' and 'I feel the school has started to move on. My children seem happier.'

Good leadership and management have been central to achieving the significant improvement the school was judged to require at the last inspection. The inspirational leadership of the executive headteacher, ably supported by a strong senior leadership team and the newly appointed headteacher, has made a huge difference in a short period of time. Teaching and learning has been improved and is now satisfactory, with the legacy of underachievement having been halted. Pupils are now beginning to catch up. Most are making satisfactory progress and increasing numbers are making good progress. A new curriculum has been introduced that ensures all subjects are covered in sufficient depth. Relationships and communication with parents have been improved and are good. Parents especially appreciate the large number of events to celebrate Eid and Ramadan, including a Year 6 staff and governor Iftari party. The role of governors has been greatly improved and they now play a full part in promoting school improvement. However, leaders rightly acknowledge there remains much more to do. Their priority areas for development correctly include improving the quality and consistency of teaching and learning and the provision in the Early Years Foundation Stage. Some leaders of subjects are relatively new to their roles, and do not play a full part in checking and evaluating how their subjects could be improved. The school's recent track record shows that leaders have good capacity to bring about any necessary changes.

Though standards are well below average by the end of Year 6, in English, mathematics and science, they are improving. This is a result of the accelerated progress pupils are now making because of improved teaching and learning. Lessons are planned more effectively to build upon prior learning and pupils show positive attitudes and are keen to learn. As a result, pupils' progress and achievement is now satisfactory. The main reason progress is satisfactory, rather than better, is the inconsistency in teaching and learning between classes. This is because assessment information is not always used accurately to plan work that effectively challenges pupils of different abilities. This limits the progress they make.

Good personal development means that pupils behave well and are polite and courteous. They work well together in pairs and small groups and make a positive contribution to the life of the school and to the local community. An improved range of enrichment activities effectively add further interest to the satisfactory curriculum. These include a wide variety of after school clubs and visits to places of educational interest. Good pastoral care and support is much appreciated by parents and pupils. Parents say they are pleased with the way their children are looked after in school and pupils say they feel safe and secure.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children start in the Reception classes with levels of attainment that are well below those normally found. Children's speaking and listening skills are particularly poor, with many children

at an early stage of learning English. There is a good focus on developing children's linguistic skills and on children's personal, social and emotional development and, as a consequence, they make good gains in these areas. However, by the time they enter Year 1, standards overall are well below average. This represents satisfactory achievement from when they start school. Children behave well, and form good relationships with each other. They enjoy school and want to learn. Adults plan sessions so that there is an appropriate balance between activities directed by adults and those chosen by children. However, adults do not always make clear to children what they are expected to learn and what they need to do to complete tasks successfully. This limits the progress they make. Classrooms are attractive, although small, and there is scope to make more efficient use of the space, such as by developing stimulating role play areas. Satisfactory leadership has identified the need to develop the use of the outdoor area to better promote children's learning. All statutory welfare requirements are met and pastoral care for children is good within a supportive environment. Relationships with parents have been strengthened and they are now more involved in their children's learning. The greater involvement of parents has meant children settle well when they start school, and are quickly ready to learn.

What the school should do to improve further

- Improve lesson planning so assessment information is always used effectively by teachers to enable all pupils to make at least good progress.
- Ensure children in the Early Years Foundation Stage are always clear about what they are expected to learn and improve the use of the outdoor area to better develop their skills.
- Fully involve all subject leaders in evaluating provision in their subjects so they know how it can be improved.

A small proportion of the 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

At the end of Year 2 and Year 6, standards are well below average. However, this represents satisfactory achievement from pupils' low starting points on entering school. Inconsistencies in teaching and learning between classes lead to pupils not always making the progress of which they are capable. In English, pupils' speaking and listening skills and their ability to construct sentences accurately are weaker elements of their performance. Leaders have correctly identified the need to improve pupils' mathematical mental recall skills and their ability to solve number problems. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English are given extra individual support and so make the same progress as other pupils.

Personal development and well-being

Grade: 2

Pupils like school and say that it is a much better place than it used to be. Their spiritual, moral, social and cultural development has improved and is now good. Pupils are polite, friendly and respect each other. Pupils from different ethnic backgrounds get on well with each other and cooperate well; for example, while playing a board game at the well attended breakfast club. Pupils willingly adopt healthy lifestyles, knowing the need to take regular physical exercise and

eat healthily. They feel safe in school and know teachers are there for them if they need help. The school council enables pupils to express their views and to bring about improvements. In doing so, they make a good contribution to the life of the school. Pupils contribute well to the local community through fundraising for charities and taking part in local sporting events. Pupils are accelerating the progress at which they develop literacy, numeracy and information and communication technology skills and are now satisfactorily prepared for their future lives.

Quality of provision

Teaching and learning

Grade: 3

Pupils enjoy their lessons and are enthusiastic about their learning. They work cooperatively and are growing in confidence in their ability to share their ideas and explain their thinking. The use of 'talking partners' provides such opportunities for pupils and impacts positively on their speaking and listening skills. Teachers skilfully use the introductions of lessons to explain to pupils what they are to learn and how to set about their tasks. As a result, pupils are clear about what is expected of them and usually have a good work rate to accomplish the activities. However, there are inconsistencies between classes in the use of assessment information. Teachers do not consistently use this information to set work that effectively challenges pupils of different abilities. This means some pupils find the work too easy while others find it too hard. Therefore, the overall progress of pupils is satisfactory rather than good. Teaching assistants provide sound support for all pupils, especially those with learning difficulties and/or disabilities and those at an early stage of learning English.

Curriculum and other activities

Grade: 3

The curriculum meets the needs and aspirations of pupils more effectively than in previous years. All subjects are now covered in sufficient depth and an emphasis on developing pupils' investigational skills in science is leading to rising standards in this subject. The needs of pupils at an early stage of learning English are being increasingly met through a growing emphasis on providing good quality speaking and listening opportunities. The inconsistency between classes in the way the curriculum is taught means some pupils have better opportunities than others to develop their writing and speaking and listening skills. Planning for the use of the outdoor area for children in the Early Years Foundation Stage does not effectively promote their learning throughout the day. The curriculum promotes pupils' personal development well, such as through the much improved programme of after-school clubs. The opportunities for pupils to work with a variety of visitors and go on educational visits effectively extend their learning experiences.

Care, guidance and support

Grade: 2

The pastoral care and support for pupils underpins their good personal development. Safeguarding arrangements meet statutory requirements and staff are firmly committed to ensuring the safety and well-being of all pupils. Good links with outside agencies, such as the Speech Therapy Service and Islamic Relief, ensure extra support is available for individual pupils, as required. Good induction procedures mean that the high numbers of pupils who join during the year settle quickly into everyday routines. The procedures for tracking the progress of

pupils have been much improved recently and are good. Teachers use marking and oral feedback well to suggest to pupils how they might improve their work. The guidance given to pupils to evaluate for themselves how well they are doing and how they might improve is at an early stage of development.

Leadership and management

Grade: 2

Leaders have quickly established a good working relationship that is effectively focused on school improvement. Self-evaluation is accurate and correctly identifies priority areas for development. Leaders act on this information quickly to bring about improvement. Good links with others, including the local authority, have effectively supported leaders in taking the school forward. Some subject leaders do not play a full role in checking and evaluating provision in their subjects. This means they are not in a position to suggest how improvements could be made. Leaders have put arrangements into place that make teachers accountable for the progress their pupils make. This is proving successful, as reflected in the accelerated progress that pupils are making. Leaders promote community cohesion in a satisfactory way with the school increasingly becoming a focal point for the local community. Governors now successfully support school improvement. They support the school well and effectively hold leaders to account for its performance.

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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?	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	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

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?	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

How effective are teaching and learning in meeting the full range of learners' needs?	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

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	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
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

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

9 May 2009

Dear Pupils

Inspection of Adderley Primary School, Birmingham, B8 1DZ

Thank you for the friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the interesting things you do. Your school is satisfactory and 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 and standards are getting better.

What we found about your school

- It is a friendly and happy place in which to learn.
- You enjoy coming to school and behave well.
- Anyone who needs extra help, especially those who are beginning to learn English, is always given it.
- You show a good understanding of how to live healthily and stay safe.
- Adults look after you well and make sure you are safe, in and around school and on visits.
- The after-school clubs and a wide range of visits and visitors add further interest to the curriculum.
- Your headteacher and teachers are working hard to help you do better.

What we have asked your school to do now

- Improve the way lessons are planned so that all of you make good progress.
- Ensure that those of you in the Reception classes are always clear about what you are expected to learn, and improve the use of the outdoor area to help you learn even more.
- Make sure that all teachers who lead subjects know what needs to be done to make improvements.

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

Yours faithfully

Melvyn Hemmings

Lead inspector