

Twickenham Primary School

Inspection report

Unique Reference Number	103376
Local Authority	Birmingham
Inspection number	336069
Inspection dates	4–17 November 2009
Reporting inspector	Susan Walsh

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Mrs T Hall
Headteacher	Mrs Helen Mortiboy
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons or parts of lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at documents including the school improvement plan, the school's records of monitoring teaching and its analysis of attainment and progress, as well as analysing 99 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of provision in the Early Years Foundation Stage and the impact that has on children's progress
- current progress in mathematics in Key Stage 2 including the progress of different groups of pupils
- the use of assessment and the quality of academic guidance.

Information about the school

This large primary school serves an area with a very high level of social and economic deprivation. The proportion of pupils known to be eligible for free school meals is well above average and an above average proportion of pupils have special needs and / or disabilities. Although the proportion of pupils from minority ethnic groups is below average, there are an increasing number of pupils joining the school whose first language is not believed to be English. The new headteacher has been at the school for just over a year and during that time a new deputy was appointed. The school has many awards including Arts Mark Gold.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Twickenham Primary School is a good school that is rapidly improving. Pupils, parents and staff are proud of the school. No wonder, because its warm welcoming atmosphere shines through and allows pupils to feel exceptionally safe. The excellent care, guidance and support it provides for pupils and families is at the heart of its work and is enhanced by outstanding partnerships with outside agencies and parents. As a result, pupils are able to access all the school has to offer and blossom into confident individuals whose spiritual, moral, social and cultural development is outstanding.

The new headteacher is building on the good work that already existed in the school. Her outstanding leadership is demonstrated by her determination to make this school one of the very best. She is skilfully assisted by a very able team of leaders who each bring their individual strengths and work extremely well together. Collectively with the head, they have ensured that the entire staff shares their vision and whole-hearted commitment to improvement. Rigorous self-evaluation has allowed the school to pinpoint exactly where improvements need to be made and action has already been taken in many areas.

When children join the school in the Nursery class, their skills are well below expectations but by the time they leave at the end of Year 6 their attainment is average. The school is aware that progress in the Early Years Foundation Stage is only satisfactory whereas it is good and rapidly improving in the rest of the school. Pupils' positive attitudes to learning support their good achievement. Teaching is good and there is a significant amount of outstanding teaching in Key Stages 1 and 2. The good use of child-friendly academic targets, combined with very effective marking, means that pupils know exactly how to improve their work. This has boosted pupils' progress in both writing and mathematics. Although pupils' work is usually very carefully matched to their needs, occasionally when pupils are taught mathematics in ability sets, those with varying abilities within the set complete similar work.

There are many wonderful activities in Key Stages 1 and 2 that capture pupils' interest and imagination and are very matched well to their needs. However, the school is, rightly, aware that the curriculum in the Early Years Foundation Stage is not as carefully matched to children's requirements. Assessment information is not always used to plan challenging activities that encourage children to work independently. Although improvements have been made there is still more to do to ensure that the outdoors is used well, that there are good opportunities for children to practise writing and to make full use of the afternoon session. The school's good record of continuous improvement and commitment to developing the very best education for every pupil indicates a good capacity to secure future improvements.

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What does the school need to do to improve further?

- Improve the curriculum in the Early Years Foundation Stage by:
 - using assessment information more effectively to plan activities that build in progression and challenge, and interest children when they are learning independently
 - ensure that time is used more effectively in the afternoons in the Reception classes
 - make more effective use of the outdoors
 - provide better opportunities for children to practise their writing skills.
- Ensure that work is finely matched to pupil's individual needs when they are taught mathematics in ability sets.

Outcomes for individuals and groups of pupils

2

Although attainment was below average at the end of Key Stage 1 in 2009, pupils had made good progress from a low base. Attainment at the end of Key Stage 1 is rising, especially in reading and mathematics, and the school is now focusing successfully on raising standards in boys' writing. By the end of Key Stage 2, attainment is usually broadly average particularly in English and mathematics. Standards dipped last year reflecting differences in pupils' circumstances. Standards are rising again and pupils' progress is accelerating. Pupils make outstanding progress in reading and good progress in writing and mathematics. Progress in science is also improving because of a good emphasis on investigation and the way that pupils are encouraged to apply their knowledge to real situations. The school has looked very carefully at the progress of different groups. It recognised that pupils with English as an additional language and those that joined the school late were not making as much progress as other pupils. These groups are now effectively supported and make good progress. Excellent support for pupils whose circumstances make them vulnerable, including those with special educational needs and / or disabilities, results in them making the same good progress as other pupils.

Pupils are very eager to learn and apply themselves well in lessons. Many are not naturally well behaved and face numerous challenges outside school. In school, they behave well and this is a considerable achievement for the school. Pupils feel extremely safe in this warm supportive environment and say that the teachers always help them with a problem. They are so proud of their school and many declare, 'It's the best school ever!' Pupils are very keen to contribute and take on responsibilities and they make an outstanding contribution to the school community whether through broadcasting on the school radio or being involved in

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers in Key Stages 1 and 2 are very skilled and this is reflected in consistently good teaching that is rapidly improving. More and more lessons are becoming outstanding. Expectations are high. Teachers plan interesting activities that engage pupils and make learning pleasurable. Relationships between teachers are warm and supportive and contribute towards the effective management of behaviour. Teachers use questioning well, both to challenge pupils and to check learning. In the majority of lessons, work is very carefully matched to pupils' needs but the school itself has identified that occasionally when pupils are taught in ability sets in mathematics the majority of pupils within the set are undertaking the same work. This slows progress especially for the most able within the set.

The excellent curriculum in Key Stages 1 and 2 is closely matched to pupils' needs and is very successful at expanding their range of experiences and promoting the skills they will need to be successful in life. The curriculum is only satisfactory in the Early Years Foundation Stage because it is not as closely focused on meeting children's individual needs. The vibrant display in the school reflects the very wide range of opportunities that are available to pupils and the exceptional arts curriculum. It is very clear that creativity drives the curriculum and effective links are made between subjects. Although there has been substantial curriculum development, the school has retained a strong emphasis on developing basic skills including literacy and numeracy. This is achieved

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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through providing lessons that are very interesting and enjoyable. Pupils are very appreciative of the exciting activities that are available, including the wide range of clubs, trips, visitors and residential visits. They know that their teachers work very hard indeed to make learning relevant and fun.

The school's work in supporting families and children is outstanding. The school works effectively with very many agencies and external groups to ensure that pupils whose circumstances make them vulnerable and their families have access to the support they need. In particular, the mentors from the Malachi Community Trust work hard to support those pupils who are in need of extra help. Frequent contact with parents who are sometimes facing considerable difficulties in their own lives has resulted in attendance rates being similar to the national average.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Thorough monitoring of teaching, alongside the careful analysis of data, has allowed the school to identify areas that needed to be enhanced and to develop carefully formulated plans designed to bring about improvement. The use of outside consultants to provide external confirmation of judgements about the quality of teaching and to offer further inspiration for teachers is proving very successful. The school's commitment to promoting equal opportunities and tackling discrimination is illustrated by the way it has carefully analysed the progress of different groups of pupils. Effective action has been taken which improved girls' progress in mathematics and enhanced the progress made by pupils for whom English is an additional language. The school is aware that more still needs to be done in the Early Years Foundation Stage to boost children's development.

The governing body is becoming increasingly effective at providing challenge and support. Governors discharge their statutory responsibilities well including ensuring that safeguarding procedures are good. The school is very outward looking, and highly effective partnerships underpin all areas of its work. Not only are they used extremely well to ensure that families are supported, they are also used to drive up standards and promote curriculum development. The school has highly positive relationships with parents because it goes out of its way to meet their needs. It ensures that they are properly involved in decision making in the school. Information for parents is of high quality. For example, there is a super web site that provides accessible information and pupils are busy preparing a DVD that will tell a pictorial story of school development.

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The school's excellent understanding of the needs of the local community is demonstrated by the way parents value the contribution it makes to community life. Pupils are actively encouraged to be involved in numerous events in the locality and Birmingham City. They are gaining greater contact with pupils from different backgrounds but the school is also developing links with other parts of the United Kingdom and the international community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Parents report that their children really enjoy their time in the Early Years Foundation Stage and settle quickly into the Nursery. This is because children are well cared for and their welfare requirements are met. School leaders have recognised that children in the Early Years Foundation Stage did not make sufficient progress last year and have quickly taken action to improve the situation. Currently, children's progress is satisfactory. They make good progress when they are involved in activities that are led by teachers because they are good at questioning children and moving their learning on. The assessment of what children know and can do has substantially improved. However, insufficient use is made of this information to plan challenging activities that stimulate children's learning when they are working independently and to ensure good progression for children of all abilities. Opportunities for outdoor play are not yet fully utilised. The school has recognised that more work was needed on children's literacy and communication skills and improvements have been made but there are still fairly limited opportunities for children to write independently. Planning for progression between the Nursery and Reception classes is not clear. Reception children join with

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Nursery children in the afternoon and often mark time during this period. Staff absence has impeded developments in the Early Years Foundation Stage. The interim leadership team has rigorously analysed both provision and outcomes. In partnership with the local authority, staff have developed challenging but achievable plans for improvement which are already being implemented and are making a difference.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents are delighted with what the school provides for their children. Many comment on the wonderful support that staff have given to their children and themselves. They are confident that their children are exceptionally safe and happy in school. There were very few individual concerns. These concerns were followed up by the inspection team while continuing to ensure parents' confidentiality. It was found that the school was already aware of the majority of these matters and was taking action.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at insert name of school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team/inspector received 99 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	71	27	27	1	1	0	0
The school keeps my child safe	72	73	27	27	0	0	0	0
The school informs me about my child's progress	59	60	37	37	3	3	0	0
My child is making enough progress at this school	61	62	38	38	0	0	0	0
The teaching is good at this school	66	67	33	33	0	0	0	0
The school helps me to support my child's learning	71	72	25	25	2	2	0	0
The school helps my child to have a healthy lifestyle	64	65	30	30	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	52	39	39	1	1	0	0
The school meets my child's particular needs	61	62	37	37	0	0	0	0
The school deals effectively with unacceptable behaviour	57	58	36	36	3	3	0	0
The school takes account of my suggestions and concerns	55	56	37	37	4	4	0	0
The school is led and managed effectively	54	55	43	43	2	2	0	0
Overall, I am happy with my child's experience at this school	73	74	26	26	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 November 2009

Dear Pupils

Inspection of Twickenham School, Birmingham B44 0RN

It was a delight and a privilege to visit your school. We really enjoyed talking to you all and listened very carefully to what you had to say. You say that your school is the 'best ever' and we can understand why. It is a good school and it is getting better every day. It's clear that you have a brilliant time at school because of all the exciting things you have to do. We were very impressed by your good behaviour and the way you all had such good manners and were so helpful. We loved your wonderful art work and listening to your radio broadcasts at lunchtime.

You are making good progress in your lessons. By the time you leave at the end of Year 6, you are reaching similar standards to other children and have achieved well. It's good to know that you appreciate your teachers and find them helpful and kind. They do look after you very well indeed. They go out of their way to get you the best possible help when things are difficult. We did notice that in some mathematics lessons children within the set sometimes complete similar work so we have asked your teachers to make sure that the work is always challenging for everyone.

We also noticed that the activities planned for children in the children in the Early Years Foundation Stage are not as exciting and as interesting as those seen in the rest of the school so we have asked your teachers to improve this. Managers at your school are doing a very good job. They are working very hard and trying to make your school into one of the very best. You can help by continuing to do your best in lessons.

Thank you again for being such good company.

I wish you well for the future.

Yours sincerely

Susan Walsh

Lead Inspector

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