

West Heath Primary School

Rednal Road, Birmingham, B38 8HU

Inspection dates 3–4 June 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school is improving rapidly. The headteacher provides an ambitious and well-defined direction for school improvement. She is well supported by senior leaders, an effective staff team and the governing body. Together, they have greatly improved the quality of teaching and pupils' achievement since the last inspection.
- Areas for improvement identified at the time of the last inspection have been successfully tackled. This has led to marked improvements in the leadership and governance of the school, and in pupils' behaviour.
- Pupils' achievement has improved significantly and is now good. Pupils' progress is accelerating.
- Senior leaders have high expectations and set high standards. As a consequence, teaching is good and some is outstanding. School leaders ensure that staff benefit from good-quality training that helps them improve their knowledge and skills.
- Provision is good in the early years and children achieve well in all areas of learning. They are well prepared for their move to Year 1.
- Pupils' behaviour is good. They actively engage in their learning and work hard.
- Pupils feel safe and secure due to the school's effective safeguarding arrangements. There is a calm and purposeful atmosphere throughout the school.
- Effective use is made of the school sport fund to enhance pupils' physical development, health and fitness. Most pupils take part in a sports activity or represent the school in inter-school competitions.
- The curriculum is well planned. Pupils' spiritual, moral, social and cultural development is strongly developed through the school's 'Values Education' programme. This makes a considerable contribution to pupils' respectful, courteous and tolerant attitudes. They are well prepared for life in modern day Britain.
- Governors know the schools' strengths and areas for improvement. They provide school leaders with challenge and support in equal measure.
- As part of the Colmore Partnership Teaching School Alliance (CPTSA), the school works well to improve its practice.

It is not yet an outstanding school because

- Teachers do not all consistently check pupils' learning throughout lessons or provide precise enough guidance on how to improve their work.
- Pupils do not have enough opportunities to solve problems and develop their reasoning skills to deepen their mathematical thinking.
- Not all subject leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their areas of responsibility.

Information about this inspection

- This inspection began as the fourth monitoring inspection of the school because it was judged to require special measures at its previous inspection in November 2013. Inspectors deemed the monitoring inspection a full section 5 inspection at the end of the first day.
- The inspectors observed pupils' learning in 22 lessons across all year groups and also visited an assembly. Seven lesson observations were carried out jointly with the headteacher and other members of the senior leadership team. The work in pupils' books was evaluated during observations.
- Meetings and discussions were held with the headteacher, other school leaders, teachers, support staff, parents and pupils, and the Chair and six other members of the Governing Body. A meeting took place with two representatives from the local authority.
- The views of the 50 parents and carers who responded to Ofsted's online questionnaire (Parent View) were considered, as were the views of the 180 parents who responded to the school's own questionnaire. Questionnaire responses from 31 members of staff were also analysed.
- The inspection team scrutinised a wide range of documentation, including the school's information on pupils' current progress, school improvement plans, work in pupils' books, safeguarding and child protection documents including the checks made on staff, the work of governors and information relating to the management of teachers' performance.
- Inspectors observed the behaviour of pupils as they arrived at school, during break and lunchtimes, as they left the school premises at the end of the day, as well as in lessons.

Inspection team

Peter Humphries, Lead inspector

Her Majesty's Inspector

Sarah Davey

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- West Heath Primary School is larger than an average-sized primary school. The number of pupils on roll is rising.
- Children in the early years attend on a full-time basis.
- Most pupils are White British. The proportions of pupils from minority ethnic groups and who speak English as an additional language are below average.
- The proportion of disadvantaged pupils is above average. These pupils are supported by the pupil premium, which is additional funding provided for pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled students and those with special educational needs is above average.
- The school is supported by the Colmore Partnership Teaching School Alliance (CPTSA) and the headteacher of Colmore Junior School who is a National Leader of Education.
- The school provides a breakfast club for pupils from 7.30am to 8.30am and after-school care from 3pm to 6pm.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the last inspection in November 2013, a very large majority of staff have left the school. The headteacher has appointed new staff and school leaders. The school environment has been significantly improved.

What does the school need to do to improve further?

- Raise the quality of teaching and achievement by making sure that all teachers:
 - give pupils clear guidance on how to improve their work and check that all pupils have acted on this advice
 - frequently check pupils' learning and understanding throughout lessons in order to modify tasks and provide support where necessary
 - provide pupils with frequent opportunities to solve problems and develop their reasoning skills in order to deepen their understanding of the concepts they are learning in mathematics.
- Further strengthen the impact of leadership by developing the skills of subject leaders so that they make an even greater contribution to improving the quality of teaching in the subjects they lead.

Inspection judgements

The leadership and management are good

- The headteacher has brought a sense of urgency to school improvement and she has a clear vision for school development. She is well supported by an effective senior leadership team and a strong and continually improving staff team. As a result, the quality of teaching and pupils' achievement are both rapidly improving and are now good. Leadership of teaching is effective and thorough. This has led to all teaching over time being at least good, with some that is outstanding. Most parents who responded to Parent View and the school's own questionnaire and all staff who completed the staff questionnaire agree that the school is well led and managed.
- Leadership and management of the early years provision are good. The early years leader has a clear vision of how good early years can be. Recent changes to approaches to learning and teaching have resulted in children making more rapid progress in numeracy and literacy, particularly speaking and listening. As a result, a large majority of children are ready for their move to Year 1. Parents say they are fully involved in their children's learning and receive helpful information from the school about their children's progress.
- A culture of high expectations and clear values permeate the school. The headteacher and governors quickly tackle underperformance and take effective steps to improve teachers' skills or remove them from the school. Newly qualified teachers say they are well supported and school records show that school leaders are effective in providing a range of training to enable all teachers, new and experienced, to improve their teaching.
- The school promotes equality of opportunity and tackles discrimination well. Thoughtfully planned use of the pupil premium is increasing the progress of disadvantaged pupils.
- The primary school sports funding is used well, and physical education and sport are strengths of the school. Most pupils take part in physical activity or represent one of the many school teams for boys and girls that include rugby, football, netball, basketball, gymnastics, athletics and cross country. Pupils' physical skills are improving. As a result, an increasing number of teams and individuals are achieving success in inter-school and district competitions. Regular fitness testing and exercise have resulted in almost all pupils' levels of fitness improving.
- The curriculum is good and provides a rich array of educational experiences. Through the school's 'Values Education', pupils are given frequent opportunities to develop their social, moral, spiritual and cultural awareness, as well as prepare for life in modern Britain. Pupils told inspectors that the 'Values Education' programme helps them to be respectful, courteous, tolerant and to celebrate diversity. Pupils have 'specialist' teachers for physical education, art, music, modern foreign languages and computer programming.
- The enrichment programme (break, lunchtime and after-school activities) is impressive. Pupils have opportunities to attend clubs that include art, sport, drama, music, choir, 'Forest School' and looking after the school chickens. All pupils have opportunities to apply, and be interviewed, for 'jobs' from the 'Job Shop', that include meter readers, office monitors, peer mentors, playground buddies and librarians. Pupils told inspectors that they take their jobs very seriously and the experience has helped them to appreciate what it is like in the world of work.
- The majority of subject and other middle leaders have developed their roles since the last inspection. They check learning and teaching through lesson observations, scrutiny of pupils' work and by checking on pupils' progress. However, not all subject leaders are fully effective in checking the impact of their work on improving the quality of teaching and the achievement of pupils in the subjects for which they have responsibility.
- The school's safeguarding procedures are robust and meet statutory requirements. For example, school leaders, in collaboration with the local authority, take prompt and effective action when pupils are absent from school or 'missing in education'. As a result, the school and local authority know the whereabouts and welfare of all pupils. All staff training is up to date, and staff have a clear understanding of how to

keep pupils safe; for example, from the risk of child sexual exploitation. All staff and some governors have recently had 'Prevent' training in order to quickly identify any pupils at risk of radicalisation.

- Pupils are well prepared for the next stage in their education. They are developing the necessary skills to be resourceful, independent and resilient. Pupils have a solid foundation of literacy and numeracy skills that will enable them to make further progress. Year 6 pupils who spoke to inspectors said that they are ready for secondary school but 'don't want to leave West Heath Primary School'.
- The local authority has provided effective support to teachers, leaders and governors. It has carried out reviews of learning and teaching, the use of the pupil premium, early years provision and governance. The headteacher and Chair of the Governing Body stated that these have been valuable in identifying the school's strengths and areas for improvement, and in demonstrating how governors can challenge and support school leaders. The local authority has also commissioned support for teachers and leaders through the Colmore Partnership Teaching School Alliance.

■ **The governance of the school:**

- Governance is effective. Governors have a range of skills and expertise which they use appropriately to challenge and support school leaders in equal measure. They have an accurate view of how well the school is doing compared to other schools and are actively involved in taking action to continue improvement. Governors regularly visit the school and have 'link governors' for areas such as safeguarding. Governors attend the local authority's 'Monitoring Task Force' meetings to discuss pupils' achievement and behaviour, the quality of teaching and safeguarding procedures. As a consequence, actions to improve the school are coordinated and effective.
- Governors carry out their statutory duties effectively, including those for safeguarding and finance. As a consequence, safeguarding arrangements, including staff recruitment, are thorough and secure. Governors make sure that the school is delivering good value for money. They check how the pupil premium and school sports funding are spent and the impact these have on the achievement and well-being of the pupils. The headteacher's spending plans are carefully scrutinised and challenged where appropriate. As a result, staff and resources are used effectively.
- The governing body is fully aware of how teachers' performance is measured and how the school's pay policy is implemented. As a result, governors ask for appropriate evidence – for example, the teacher's contribution to improving pupils' achievement – when the headteacher recommends a pay rise or promotion.
- Governors monitor the school's curriculum and ensure that pupils develop values that reflect a democratic society; for example, tolerance and respect of others, understanding of what is right and wrong, and the democratic process.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. It is supported effectively from the early years onwards. Classroom rules and routines are well established and consistently applied by staff. Pupils are polite and courteous, and relationships amongst pupils and between pupils and staff are strong. Pupils are very proud of their school and treat the buildings and environment with respect. For example, there is no litter around the school site.
- Pupils are interested in their learning and have positive attitudes which contribute to the good progress they make. Pupils' behaviour is well managed. Leaders, teachers, teaching assistants, sports coaches and learning mentors are proactive in planning to meet the particular needs of pupils who demonstrate challenging behaviour. For example, pupils have personalised behaviour plans that help them modify their behaviour. As a result, there are very few pupils who repeat their inappropriate behaviour.
- Pupils' behaviour at break and lunchtimes is excellent, as almost all pupils are engaged in the vast array of activities on offer. These include, for example, basketball, tennis, football, dodgeball, library club, music, dance, cinema club, gymnastics and computer club. Many of the staff can often be found taking part with the children.
- Pupils' attendance, including that for pupils who are disabled or have special education needs, are looked

after by the local authority and those who are supported by the pupil premium, is improving and now in line with national figures. The number of pupils who are persistently absent, having 15% or more absence from school, is reducing and is below the national average. Exclusions are at their lowest rate for many years as pupils' attitudes to learning improve. The school appropriately records pupils' attendance and exclusions.

- All staff and most parents agree that pupils' behaviour is well managed and that pupils behave well.

Safety

- The school's work to keep pupils safe and secure is good. Pupils who spoke to inspectors said they feel safe, know how to keep safe, and are happy in school. All staff and the vast majority of parents agree with this. Pupils understand the difference between bullying and 'falling out' and say that incidents of falling out are quickly dealt with by staff so that they do not escalate. Pupils understand different forms of bullying, including cyber-bullying, name-calling, racist, prejudice-based and homophobic bullying. Pupils say bullying is rare and, when it does happen, it is dealt with effectively. Almost all parents who spoke with inspectors agree.
- The school's systems for recruiting staff, checking visitors and ensuring the school site is safe are thorough, detailed and secure. For example, frequent fire safety checks and fire evacuation drills are carried out.
- Leaders and governors ensure that safeguarding and child protection policies are clear and regularly reviewed to ensure that they comply with local authority and government guidelines. As a result, pupils whose circumstances make them vulnerable are quickly identified, well cared for, safe and flourishing in their academic work.

The quality of teaching

is good

- The quality of teaching across the school, including in the early years, has improved since the last inspection and is now consistently good, with some that is outstanding. The work seen in pupils' books shows that teachers plan and set work for pupils of different abilities so that every pupil is working at the right level to stretch and challenge them. As a result, most pupils are making the progress expected in all subjects, and especially in reading and writing.
- The new curriculum requirements have been introduced throughout the school. Leaders have acted swiftly to ensure that all subjects are relevant and capture pupils' interests. Pupils told inspectors that they enjoy their lessons and that learning is often fun. The work in pupils' books shows that they have regular opportunities to practise their reading and writing skills in a range of subjects.
- Teachers generally ensure that tasks are appropriate to the different abilities and learning needs of pupils. For example, good use is made of teaching assistants to support small groups and individuals in the development of phonic skills (letters and the sounds they make) in early years and Key Stage 1. As a consequence, attainment and progress in early reading is improving quickly.
- Teachers and skilled teaching assistants provide good levels of support to pupils who are disadvantaged or who are disabled and those who have special educational needs. They know their pupils exceptionally well and provide appropriate activities to ensure that these pupils catch up with their classmates and do not fall behind.
- The development of reading is given a high priority in the school. Reading is taught well by teachers and teaching assistants. Pupils who read to inspectors shared their enjoyment of reading and enthusiastically discussed their favourite books. Pupils' reading is animated and precise, and most pupils have an accurate understanding of what they have read.
- The teaching of writing is good. Pupils are given opportunities to write for different purposes and audiences; for example, writing letters, book reviews or fiction for children. Achievement in writing is improving because pupils are given clear guidance on how to structure their writing and use grammar,

punctuation and spelling accurately. The standards of handwriting and presentation are also improving.

- The teaching of mathematics has improved since the last inspection. Pupils are developing fluency in applying arithmetic devices such as multiplying, dividing and knowledge of rules; for example, angles on a straight line. However, there are too few opportunities for pupils to solve mathematical problems related to real life or to develop their reasoning skills to deepen their understanding of mathematical concepts.
- Lessons are well planned and capture pupils' interest. Teachers' subject knowledge is good and they give clear and precise instructions. However, teachers do not consistently check pupils' learning throughout lessons or provide precise enough guidance on how to improve their work. As a result, a few pupils do not understand the work, or find it too hard or too easy, and their progress is inhibited.
- In the early years, the teaching of early reading, writing and numeracy skills is good. Children are taught phonics very well and are expected to use these phonics skills in their writing and reading. Children are well prepared for their learning in Key Stage 1.

The achievement of pupils

is good

- Pupils' achievement has improved significantly since the last inspection and is now good. Pupils' progress in reading, writing and mathematics is accelerating as a result of the good teaching they now receive. In these subjects, the proportion of pupils making better progress than that expected of them has risen. As a result, pupils are catching up and more are achieving the standards expected for their age and ability. All the assessments made by the school have been moderated and found accurate by the local authority, a National Leader of Education and by an external educational consultant.
- The most-able pupils are challenged well and make good progress. Information provided by the school shows that the proportion of most-able pupils achieving the higher levels in reading, writing, mathematics and English grammar, punctuation and spelling is increasing and in line with the national average. An increasing number of Year 6 pupils are being entered for the higher-level mathematics papers in the end-of-key-stage tests. Talented pupils in sport are given numerous opportunities to develop their skills and performance. As a result, an increasing number are achieving success in inter-school matches and by being selected for teams representing the district or county.
- Information provided by the school shows that the proportion of disadvantaged pupils making the progress expected of them has increased in reading, writing and mathematics. As a result, the gap in Year 6 between disadvantaged pupils and their peers in school closed to a term in writing and there is no evident gap in reading and mathematics. When compared to pupils nationally, the gap has reduced to two terms in reading and writing, and to no measurable gap in mathematics.
- Pupils' progress in reading, writing and mathematics in Key Stage 1 is now good as a result of the improvements in the quality of teaching. The work in pupils' books shows that they are producing work typical for their age and ability.
- Information provided by the school shows that disabled pupils and those who have special educational needs make good progress from their starting points. This is because school leaders quickly identify their specific learning needs and ensure that specialist support is provided. Frequent and thorough checks are made on the effectiveness of the extra help given. If pupils are not making the progress expected of them, then the school quickly adapts, or adds to, the support. Pupils say that the support they receive from teaching assistants helps them to concentrate on their work and to make progress.
- Pupils in all year groups read widely and often in school and at home. As a result, pupils' reading and comprehension skills are improving rapidly. Information provided by the school shows that reading ages in all year groups are improving rapidly.
- Children start the Reception Year with knowledge, understanding and skills that are sometimes well below those typical for their age. Children, including those with special educational needs and those for whom the school receives additional funding, make good progress from their starting points in all areas of learning in the early years, particularly reading, writing, speaking and listening, and mathematics. As a

result, they are ready for the move to Key Stage 1.

- Children develop a good understanding of their letters and sounds in the early years. Teachers build on this successfully at Key Stage 1. Information provided by the school shows that the results of the screening check in phonics (the sounds letters make) for Year 1 pupils are in line with the national average.

The early years provision

is good

- Children settle into the Reception Year happily because transition into school is thoughtful, and well planned and managed. Introductory visits, and visits to feeder nursery provision by school staff, help to familiarise children with school routines. Positive relationships are rapidly forged with parents through frequent meetings, workshops and 'stay and play' sessions. Parents are encouraged to be part of their children's learning and appreciate the opportunities to come into the early years area.
- Expectations and routines are quickly established and children respond positively. As a result, children are happy, confident and show a high degree of independence. Behaviour is good. Positive relationships ensure that children feel safe in school. They work and play cooperatively, take turns and share toys kindly. Procedures for keeping children safe are equally as effective in the early years provision as they are in the rest of the school. Staff are fully aware of the requirements to safeguard children and fully meet all statutory requirements.
- Leadership and management are good. The early years leader has brought about improvements to the quality of teaching and children's progress. She has clear plans for further improvements based on an accurate evaluation of the provision's strengths and areas for improvement.
- Teachers plan a rich variety of interesting activities that include teacher-led and child-led activities. Good use is made of the outdoor area and children enjoy digging, building, running and discovering objects in the sand pit. As a result, children quickly develop good coordination and an understanding of how to keep safe when using tools and other equipment.
- Assessment is well established and is used effectively to check on the attainment and progress of all children. Regular reviews of progress ensure that children who miss out on key learning or are not making the progress expected of them are identified and receive extra support. Teachers make good use of assessment to plan next steps in learning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134279
Local authority	Birmingham
Inspection number	455853

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	379
Appropriate authority	The governing body
Chair	Frances Millett
Headteacher	Michelle Hooper
Date of previous school inspection	29 November 2013
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