

St Saviour's C of E Primary School

Alum Rock Road, Saltley, Birmingham, West Midlands B8 1JB

Inspection dates

13–14 September 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have not done enough to prevent a decline in the school's overall effectiveness since its previous inspection.
- Pupils' achievement is improving but they could still be doing better, particularly in reading and mathematics in key stages 1 and 2.
- Boys make slower progress in reading and writing compared with girls. Although reducing, there are differences between the achievement of disadvantaged pupils and that of others.
- Pupils make variable progress in lessons because of inconsistent expectations set by teachers and support staff.
- Teachers' assessments are not always accurate enough to make sure that the work planned for pupils meets their needs and abilities.
- Although improving in most classes, the standards achieved by the most able pupils could still be higher.
- Leaders' improvement plans do not set out clear priorities. The plans lack enough measures of success, making it difficult for leaders and governors to gauge the effectiveness of their actions. Governors have not challenged leaders enough or monitored the impact of pupil premium spending on disadvantaged pupils' achievement.

The school has the following strengths

- Leaders and staff are reversing a trend of decline in standards. There is enough good teaching to influence and improve the performance of staff. The curriculum is stimulating, broad and balanced. The school has capacity to improve further.
- Children in the early years achieve well. Literacy and phonics are taught consistently well in Reception and Years 1 and 2.
- Leaders, governors and staff make a strong contribution to pupils' spiritual, moral, social and cultural development.
- There is very effective pastoral support for the most vulnerable pupils and their families.
- Pupils who have special educational needs and/or disabilities are supported well and make good progress.
- Pupils are well behaved, polite and courteous. Relationships between pupils and staff and among pupils are excellent. The staff take very good care of pupils.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that pupils in all classes in key stages 1 and 2 make more rapid progress by:
 - assessing with greater accuracy the progress and attainment of pupils who are capable of reaching or exceeding age-related standards in reading, writing and mathematics
 - checking more during lessons to assess and identify gaps in pupils' knowledge and understanding
 - adapting tasks in lessons for the most able pupils to provide greater challenge that extends their learning so they can reach their full potential
 - making sure that pupils are given enough time to extend their learning when working independently or with others and are asked questions that help them learn in greater depth
 - building on what they already know and can do to provide pupils with the right level of challenge, rather than going over too much work they have already learned.
- Improve pupils' achievement, particularly in reading and mathematics in key stages 1 and 2, by:
 - focusing on improving the progress of boys to ensure that they achieve as well as girls
 - providing effective support, teaching and intervention for disadvantaged pupils to continue narrowing the difference between their achievement and that of other pupils
 - building on the good start made in acquiring phonics skills to ensure that the proportion of pupils reaching or exceeding age-related standards in reading by the end of key stage 2 is at least in line with national figures
 - increasing the proportion of the most able pupils who reach high standards or learn in greater depth so this at least matches national figures.
- Make sure that leaders, managers and governors have a greater impact on improving teaching and sustaining improvements to pupils' achievement by:
 - monitoring pupils' work and assessment information more robustly to ensure that evaluations of pupils' progress are reliable and accurate
 - setting clear priorities and measures of success in the school's improvement and action plans
 - training subject and phase leaders to ensure that they carry out systematic and accurate reviews of pupils' progress and the quality of teaching
 - making sure that governors offer more challenge to leaders and staff to hold them fully to account for the quality of teaching and learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection in 2008, there have been many changes to the national curriculum, assessment procedures and inspection frameworks. In addition, since 2014, governors have found it difficult to appoint a permanent headteacher. The interim arrangements to lead and manage the school since then have not been strong enough to maintain what was previously an outstanding quality of education.
- At the time of this inspection, the permanent headteacher had only just joined the school. In addition, governors are planning to appoint a permanent deputy headteacher to add further capacity. However, as the 2016 national assessment results show, leaders, governors and staff have not done enough in recent years to prevent a general decline in the quality of teaching and pupils' achievement.
- The uncertainties caused by a lack of permanent leadership hampered the school's efforts to sustain improvement. The school's improvement plans and some inaccurate external reviews highlight a lack of clear direction. Improvement plans have not prioritised actions enough and lack cohesive aims and objectives.
- Nevertheless, there are clear and demonstrable indications that leaders, governors and staff have the capacity to turn things around. The most recent, although unvalidated, national assessment results for 2017 show improvement, for example, in that the focus on writing and mathematics has led to pupils' improved achievement. The impact of training and professional development focused on writing and mathematics has been effective.
- There are also signs of improvement in a number of areas that demonstrate the school's capacity for improvement. Inspection evidence shows that standards are rising in reading, writing and mathematics; teaching is improving because good practice is increasingly being shared across the school; pupils who had previously underachieved are starting to catch up on lost ground; attendance rates are improving and persistent absenteeism is reducing significantly; and the differences between the achievement of boys and girls as well as those between disadvantaged pupils and others are narrowing.
- In addition, leaders have maintained some significant strengths since the previous inspection. Early years provision is good and the teaching of phonics remains strong. Evidence from externally moderated assessments at key stage 1 shows that most pupils make good progress from their starting points in early literacy, reading and writing. Evidence from pupils' work in books across the school shows that the form and structure of pupils' handwriting, and punctuation and spelling are taught well and the quality of pupils' writing is improving well.
- Changes to the way pupils' progress is being measured are well established. However, assessments are not always accurate enough, reflecting inconsistencies in the way teachers assess pupils' learning.

- Most targets set out in the school's improvement plan are realistic and achievable but the plan lacks clear measures of success to gauge the impact of actions taken. Some priorities and targets have been successfully achieved, such as better attainment in writing and mathematics; improving outcomes in reading; and much improved attendance rates. However, leaders recognise that more could still be done to improve the achievement of the most able pupils, so that more of them reach high standards in literacy and mathematics.
- Some effective support and training are in place for teachers, including increasing opportunities for middle leaders to learn how to carry out monitoring activities. Middle leaders need more training as they are not fully involved in overseeing their respective areas of responsibility. The assistant headteacher in particular has carried out some accurate evaluations of teaching to implement the right support for those teachers who need it most. Senior and middle leaders are aware of where there are strengths in teaching and are increasingly allowing the sharing of best practice. This is bearing fruit as this form of professional development increasingly influences the work of teaching and support staff.
- The curriculum is effective in supporting pupils' personal development, behaviour and attitudes to learning. It includes a broad range of topics and subjects, including educational visits and special events such as the celebration of books and authors; some excellent displays of creative and fine art; studies of local geography and history; and thought-provoking school assemblies that enable pupils to reflect on the diversity and values held by different religions, faiths and beliefs that exist in Britain.
- The school effectively promotes British values of respect and tolerance. In addition to the school's Christian and multi-faith ethos, leaders and staff incorporate good opportunities for pupils to thrive in modern multicultural Britain. This prepares pupils well for the next stage of their education and for their future role in society. The curriculum provides broad and relevant experiences for pupils which promote tolerance and respect for others, regardless of background, culture, faith, disability or gender. There are many and varied activities, such as computer and homework clubs and community events, which have a very positive effect on pupils' spiritual, moral, social and cultural development.
- Additional funding for pupils eligible for the pupil premium is targeted at those that need to catch up. Although the support provided for disadvantaged pupils is tailored to meet their specific learning needs, leaders and governors have not measured the impact of this support to ensure consistently good progress for all of them across the school. Some inaccurate assessments of pupils' progress and attainment have led to some disadvantaged pupils not making the expected progress. Improved teaching and support are starting to make some difference. The most recent moderated assessments show that differences or achievement gaps are narrowing in reading, writing and mathematics between disadvantaged pupils and others. Specific funding to support pupils who have special educational needs and/or disabilities is used effectively to help them make good progress.

- The primary school physical education (PE) and sport funding is used well to train teachers and to deliver effective PE, swimming and games lessons. Pupils benefit from the many opportunities they have to be active participants in sports and games as well as learning to adopt healthy lifestyles, for example when attending swimming lessons and after-school clubs.
- The local authority has not been entirely effective or consistent in supporting the school through its commissioned school improvement partners. There have been mixed reviews by Birmingham Education Partnerships (BEP) officers. Some reviews have been inaccurate and left the school with over-generous assessments of its teaching and pupils' outcomes. Other, more recent reviews and interventions by BEP have provided more realistic assessments of the strengths and weaknesses of the school's teaching and leadership. Leaders and governors have, in recent years, not looked outwardly enough to see and share best practice with other schools.

Governance of the school

- Governors are very committed and generous with their time to support the school. However, the governing body has not been effective enough to establish stable and effective leadership and direction for the school in recent years.
- Governors have not challenged leaders and staff enough to sustain the quality of pupils' achievement, and teaching and assessment.
- Despite governors' efforts to secure a permanent headteacher, the interim arrangements put in place to manage the school did not prevent a decline in pupils' outcomes in 2016.
- The oversight and management of additional funding for disadvantaged pupils are reported to parents clearly and comprehensively. However, governors have not challenged leaders enough or asked pertinent questions about the impact of additional or targeted provision for these pupils.
- Assessments and reports presented to governors, including external reviews by consultants, have not always been accurate. Governors have been too accepting of pupils' outcomes as reported to them, and so do not have an accurate picture of the impact of teaching on pupils' achievement.
- Governors are committed to the school and have maintained a positive ethos and environment for pupils and families. In addition, staff morale remains positive despite the uncertainties of unstable leadership in recent years.
- The chair and vice-chair of governors have done their best to keep in touch with staff and, together with other governors, are regular visitors to the school. Parents and staff really appreciate the support and guidance provided by members of the governing body.
- Leaders and governors work with many local agencies and support groups to provide effective early help for young children and their families, as well as supporting the most vulnerable families in the area served by the school.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors have established a vigilant culture of safeguarding. The school's arrangements to safeguard and protect pupils from risk of harm are robust and fit for purpose.
- There are rigorous recruitment and staff vetting procedures in place. Every member of staff, including supervisory staff at lunchtime, adults who manage the breakfast club and all early years staff, understand their roles in relation to child protection. Staff and governors know what to do and whom to ask to seek advice about the safety and welfare of pupils.
- All the parents who spoke to inspectors were pleased with the way that leaders and staff are committed to pupils' well-being and safety. Learning mentors, and administrative, business and site management staff are vigilant and caring towards pupils and their families. The school's liaison and attendance mentors and support staff provide effective and sensitive support and help for vulnerable families. All pupils, including those who have special educational needs and/or disabilities, and including some who have acute medical needs, are treated with respect and dignity. Leaders work closely with outside agencies and support teams, including local authority and voluntary child protection teams, to make sure that pupils are safe when not in school.
- The safety and well-being of children in the early years are well managed. All early years welfare requirements are fully met and the staff are well trained and vigilant in attending to children who require first aid or medical support.

Quality of teaching, learning and assessment

Requires improvement

- Teaching has not yet led to consistently good achievement for all pupils. Work in pupils' books, assessments of their progress and observations of learning in lessons show that pupils make variable progress. Expectations of pupils are not consistently high enough in all key stage 1 and key stage 2 classes. However, inspection findings confirm that teaching is increasingly becoming more consistent as a result of sharing best practice. This is having a positive impact on raising standards and improving pupils' achievement.
- Teachers do not always extend pupils' learning enough. In some lessons, teachers do not expect pupils to go over mistakes or errors while these are fresh in pupils' minds. Inspection findings show that in the most effective teaching, teachers question pupils to make sure that they understand the next steps in their learning. This effective questioning is not yet common practice in all classes, resulting in some pupils making slower progress.
- Leaders and staff record assessment information about pupils' progress but do not check enough to see whether their assessments are accurate. Pupils understand their learning targets but teachers are not using consistent or regular checks to judge whether pupils are on course to reach them. This is one of the primary reasons why some of the most able pupils fall short of the higher standards that they are capable of reaching, particular in reading, writing and mathematics.

- Teachers' assessments of pupils' learning are not informing their planning enough to modify or refine tasks. This is especially so for the most able pupils and those, particularly boys, who need to catch up on previously lost ground.
- The teaching of phonics in the early years and key stage 1 is very effective. This gets the youngest pupils in key stage 1 off to a confident start in learning to read and write independently. Pupils across the school use dictionaries and word banks well to help them write independently. However, the support for some middle- and higher ability pupils in lessons is not always effective enough to help them develop key skills such as applying alphabetical order or identifying common spelling patterns.
- Pupils make mainly good and consistent progress in improving their handwriting, spelling and punctuation. Similarly, pupils learn to read with fluency and confidence, but one of the reasons why pupils, particularly boys, make slower progress in reading compared with writing is that they do not always read with full understanding. Teachers and support staff are addressing this by broadening pupils' vocabulary and providing appropriate tasks that enable pupils to enrich their experience of the English language. For example, Year 5 pupils wrote about an enchanted forest and extended their vocabulary by researching different words and phrases to make their writing more lively and interesting.
- Teachers usually expect pupils to answer questions using complete sentences or to engage in conversations during class discussions that extend their vocabulary. Too often, however, discussions are over-directed by adults, which stifles opportunities for pupils to engage in longer conversations. When working independently, pupils are not given enough time to extend their learning or try things out for themselves. It is also quite common for teachers or support staff to interrupt the flow of lessons, which stops pupils from completing their work or their thinking when working in groups or with a partner. This tendency to stop pupils and provide more instruction in some lessons has a negative effect on learning. In such instances, pupils do not complete tasks fully or show the measure of their learning to teachers so their progress and understanding can be assessed accurately.
- The teaching of mathematics is effective in many classes, but expectations for work and progress vary. In key stage 2, for example, teachers expertly teach place value in large or small numbers and fractions or decimals. However, the tasks provided and the questions posed by some teachers are not extending or helping pupils to learn in greater depth.
- Some teachers and support staff extend understanding by asking more challenging questions, but in other classes, this is not the case, so pupils are merely going over old ground. At this early stage of the school year, this inconsistency of practice is a symptom of some weak ongoing assessment practice. Teachers feel the need to keep checking on what pupils already know and understand rather than trusting previous assessment information about pupils' work and progress.
- The most effective teaching has some common strengths that are increasingly being shared across the school to improve classroom practice. These include: checking when pupils make mistakes in writing or mathematics lessons to avoid repeated errors; asking open-ended questions that enable pupils to think harder and deeply; allowing sufficient time for pupils to work independently and complete tasks; and allowing pupils to read aloud or share their learning and progress with their classmates.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are polite and show respect for the feelings of others. They are helpful and courteous to adults and visitors, and are respectful and patient with pupils who have disabilities.
- Pupils are keen learners and always try their best. They respond very well to adults and other pupils when sharing ideas during group work or discussions. Pupils learn about the world's major faiths, religions, customs and cultures. This makes a strong contribution to their spiritual and moral development.
- Pupils are keen to record their work in books neatly and show pride in what they do. They often help their classmates. For example, pupils in most lessons observed were willing to help their work partners to improve sentences in writing lessons or cooperate together when recording mathematical problems on small whiteboards. Pupils in Year 3 helped each other when looking up words in dictionaries to answer questions and this gave them confidence when contributing to the class discussion.
- The school is very successful in tackling any form of discrimination in a cohesive and supportive school community. Special topics, and cultural and religious festivals and celebrations improve pupils' knowledge and understanding of the different cultural, religious and ethnic traditions that exist in the United Kingdom and beyond. These activities make a strong contribution to pupils' social and cultural development.
- Pupils are confident, mature and responsible and look out for each other. Older pupils were observed helping the youngest settle into their second week in school. Many pupils told inspectors that it is easy to make and keep friends. There are positive and trusting relationships between adults and pupils and among pupils.
- The staff are vigilant and caring and have been trained to prevent pupils from exposure to racist or extremist views. Pupils are respectful of each other's differences and the school successfully promotes British values of tolerance, democracy and the rule of law. Pupils enjoy contributing to their school community as elected school councillors, librarians and monitors. These roles make a strong contribution to their school and community.

Behaviour

- The behaviour of pupils is good.
- In nearly all of the lessons observed, inspectors found pupils to be attentive and well behaved. Pupils are keen to learn and do their best. They cooperate well when working in groups or with a partner, and are willing to work hard, demonstrating resilience and perseverance.
- Pupils behave very well and safely outside lessons. During lunchtimes, pupils are sociable and respectful of other pupils' views and opinions. They tidy away after lunch without being prompted and help to keep the school environment clean and safe.

- Pupils are enthusiastic and very positive about their school and treat each other with respect and care. However, there are some instances when pupils switch off or become passive when the teaching is not challenging or engaging enough. Pupils do not disrupt lessons or other pupils, but can remain unnoticed by adults, which slows their learning.
- Leaders and staff monitor patterns of absence well. The school's learning mentors and attendance officer work very well with families to encourage pupils to attend regularly and to come to school on time. As a result, attendance is improving and is in line with the national average. The school is also using effective measures by working with some hard-to-reach or vulnerable families to reduce persistent absence rates. These rates are reducing significantly. The breakfast and after-school clubs also help working families in particular as they can drop off their children early or pick them up after school hours, helping to reduce late arrivals and to increase regular attendance.

Outcomes for pupils

Requires improvement

- Most children join the Reception classes with skills and abilities that are typically below those expected for their age, particularly in communication, language and literacy. The current attainment of pupils by the end of key stage 1 represents good rates of progress in relation to these starting points in the early years.
- In the early years, the children make good progress. The proportion of children reaching a good level of development has increased for the last three years, with a slight dip in 2017.
- Last year's national assessments at key stage 1 show that standards were average and progress was good. Most pupils reached age-related standards in reading, writing and mathematics. However, the most recent 2017 national assessment results, although unvalidated, show a drop in the proportion reaching age-related standards in reading compared with last year's national average. The 2017 assessments also show a fall in the number of pupils reaching high standards or who are learning in greater depth in reading, writing and mathematics.
- Current and past national assessments show a sustained improvement in the proportion of pupils reaching the required standard in phonics by the end of Year 1 and Year 2. Pupils are well on course to reach or exceed last year's national figures for phonics. This trend is being sustained as teachers build on the good start made in the early years.
- At key stage 2, there is a mixed picture to report, reflecting a general decline in pupils' achievements by the end of Year 6. In 2016, standards dropped significantly compared with those of previous years. These were below the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of key stage 2. There were four particular weaknesses. Too few pupils reached or exceeded age-related standards in writing. Too few of the most able pupils reached the higher standards in reading and writing. Boys made slower progress than girls, and there were significant differences between the achievement of disadvantaged pupils and that of other pupils nationally.
- Despite these outcomes, there are signs of improvement which demonstrate that

leaders and staff have started to focus on the right priorities to raise achievement. The 2017 provisional test results for Year 6 show a significant upturn in standards in writing. In addition, more of the most able pupils reached higher standards compared with last year in reading and writing. The percentage of pupils reaching age-related standards in writing and mathematics is in line with last year's national average.

- The differences between the achievement of disadvantaged pupils and that of others is closing, but there is still more to do to close this gap. This year's reading results show that fewer pupils reached age-related standards compared with last year at key stage 2. Current assessments of pupils' attainment and progress in all year groups in key stage 2 show an upturn in reading outcomes. Nevertheless, leaders and staff are aware that more accurate and frequent assessments are required to ensure that the current trend of improvement is sustained and that differences between the achievement of disadvantaged pupils and that of others continue to reduce and close.
- Pupils who have special educational needs and/or disabilities make good progress. These pupils receive appropriate and expert levels of support in class or when working as a group or individually. The inclusion manager and teachers plan the right interventions for these pupils, including sensitive and effective support for pupils who have acute medical needs or physical disabilities.

Early years provision

Good

- Good teaching and effective support for children and families in both Reception classes enable young children to get off to a good start. Children are well prepared for Year 1 by the time they finish Reception Year.
- Last year, the percentage of children reaching a good level of development by the end of Reception was in line with the national average. Learning journeys (written and pictorial records of children's work and progress) and current assessments indicate that these outcomes are being maintained. The slight dip in 2017 of children reaching a good level of development was expected as there was a significant number of children with additional learning or medical needs. The outcomes from early years in recent years represent a sustained profile of good achievement.
- At the time of this inspection, the children were in their second week of formal schooling. They settled very well and adults made sure that the children had plenty of stimulating and purposeful activities to engage them. Adults demonstrate good teaching and provide sensitive care and attention to children's needs.
- Indoor and outdoor resources are easily accessible to children and provide a stimulating environment for play and learning. The staff provide excellent care and exciting activities that improve children's physical and emotional development in safe and secure surroundings. Children are very well behaved and attentive. They listen to instructions and are polite to each other and to adults.
- Teachers and support staff use their assessments and records of children's progress to

plan interesting and varied activities that build on previous learning. Workbooks, and photographic and video evidence, as well as observations and assessments, show that the teaching and support provided for children are usually good, enabling the vast majority of children to achieve well.

- Leaders and staff have formed strong and trusting relationships with parents, carers and families. All the parents that spoke with inspectors paid tribute to the staff team and the school's leaders for the way they care for their children and the information they receive about progress.
- The assistant headteacher, vice-chair of governors and staff work closely with a local social support agency to provide early help for vulnerable families. They often liaise with a local pre-school setting to ensure continuity from that setting when children join the school. This prepares the children very well for their early schooling and makes optimum use of pupil premium funding for the most disadvantaged and vulnerable children and their families.
- Early literacy and phonics skills are taught well. The children soon learn to recognise and form letters and to recite stories, nursery rhymes and familiar songs. Counting songs and challenging activities, such as learning to count, enable children to see patterns in numbers. However, there are sometimes missed opportunities to extend children's knowledge and experiences, particular for the most able children.
- Role play is well structured. The children soon settle in home corners using familiar kitchen utensils, and in outdoor wet areas to explore and experiment with natural materials. The children improve their language skills and self-confidence when cooperating with other children and sharing equipment. Two children were observed cooperating using a computer or interactive whiteboard to draw pictures and helping each other when choosing which colours to use.
- Leadership of early years provision is good. All welfare requirements, including assessments, meet statutory requirements. Staff are well qualified, and have the necessary experience and expertise to deliver good teaching and sustain improved outcomes for children and their families. There is, however, insufficient focus on children who have the potential to reach high standards and to identify these children sooner.
- There are effective transition arrangements in place when children move into Year 1. This lays good foundations for learning and development in key stage 1.

School details

Unique reference number	103406
Local authority	Birmingham
Inspection number	10025569

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	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair	Father Alan Thompson
Headteacher	Mrs Louise Page
Telephone number	0121 464 6923
Website	www.stsavioursceprimary.co.uk
Email address	enquiry@stsav.bham.sch.uk
Date of previous inspection	14–15 April 2008

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a large primary school that admits pupils from Reception through to Year 6. Nearly all pupils are of Pakistani or Bangladeshi heritage and speak English as an additional language. A small number of pupils are from African or Caribbean backgrounds.
- Early years provision comprises two Reception classes for four- and five-year-old children. At the time of the inspection, the children had only just started school. Most of the children have experienced pre-school provision at other local settings.
- The percentage of pupils who have special educational needs and/or disabilities is above that of most primary schools.
- The percentage of pupils eligible for pupil premium funding is well above the national

average.

- The school did not meet the national floor standards in 2016, which are the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6. However, this is not a coasting school under the Department for Education's definition, as previous academic performance results in 2014 and 2015 were higher than in 2016.
- The school has been receiving support and intervention from the Birmingham Education Partnership (BEP), which is commissioned by the local authority to review and advise the school to help improvement. There are also close links with a good local primary school, whose headteacher provides periodic reviews of the school's work. This is also commissioned by BEP and the headteacher is one of its district leads for school improvement.
- The school manages a morning breakfast club and a range of after-school activities, including homework club, and sports and computer clubs.
- The headteacher joined the school in the last few days. Previous to this, and since January 2015, the school was led by two assistant headteachers on a temporary basis until a permanent headteacher was appointed. One of the two assistant headteachers left in July 2017.

Information about this inspection

- Inspectors visited parts of lessons, some jointly with the headteacher and assistant headteacher. They checked samples of pupils' work. Inspectors spoke to pupils during lessons and met with groups of pupils to discuss their work, behaviour and safety, or to hear them read. Inspectors spoke to pupils during break- and lunchtimes to ask them for their views about the school. Inspectors observed pupils' behaviour and safety in the playground and at other times. Two school assemblies were observed. The lead inspector observed a welcome induction meeting for parents in Year 3 led by the new headteacher and two class teachers.
- Inspectors held discussions with the headteacher, assistant headteacher, early years leader and three middle leaders responsible for managing a subject or phase of the school. The lead inspector held two meetings, each with the chair and vice-chair of the governing body. A meeting was held with the director of BEP, which was commissioned by Birmingham City Council to review, support and challenge leaders and staff.
- Inspectors looked at a range of documentation, including: external reviews and evaluations of the school's effectiveness; the school's improvement plan; and action plans. They reviewed information about pupils' achievement, progress and performance. They looked at documents related to governance and safeguarding and information or data about teaching, behaviour, attendance and safeguarding.
- Inspectors spoke to a number of parents and carers to seek their views about the school. There were too few responses to analyse on the online Ofsted questionnaire, Parent View, but the inspectors considered the most recent school survey of parents' views. Inspectors also talked to the staff team during the inspection to gauge their views about the support they receive from leaders and governors.

Inspection team

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Helen Quinn	Ofsted Inspector
Louise Minter	Ofsted Inspector
Gareth Morgan	Ofsted Inspector

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