



James Watt Primary School

Inspection report

**Better
education
and care**

Unique Reference Number 134102
LEA Birmingham

Inspection number 274798
Inspection dates 7 - 8 June 2005
Reporting inspector Ms Bogusia Matusiak-Varley

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Boulton Road
School category	Community		Soho
Age range of pupils	3 - 11		Birmingham
			B21 0RE
Gender of pupils	Mixed	Telephone number	0121 464 4736
Number on roll	468	Fax number	0121 464 4737
Appropriate authority	The governing body	Chair of governors	Mrs S Hadley
Date of previous inspection	N/A – Newly amalgamated	Headteacher	Miss H James

Age group
3 - 11

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Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the James Watt Primary School and of the local education authority.

The inspection was carried out by four additional inspectors.

Description of the school

The school is multiracial and is situated in a very deprived area of Handsworth close to Birmingham city centre. The school opened in January 2004, an amalgamation of an infant and junior school on the same site. There are 247 boys and 221 girls on roll. The number of pupils for whom English is an additional language is very high, with many at the early stage of acquiring English. The number of pupils eligible for free school meals is above average. The proportion of pupils with special educational needs, including statements of special educational needs, is below average.

Key for inspection grades

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

Overall effectiveness of the school

Effectiveness of the school

This is a good school, which is rightly cherished by its pupils and their parents. It is racially harmonious and all pupils are valued. By Year 6, pupils achieve very well and attain average standards in science and information and communication technology (ICT) from a well below baseline on entry. In English and mathematics, standards are just below the national average but pupils' achievements are good due to the good quality of teaching and learning and the good care and support provided. This results in good personal development, attitudes and behaviour. It is no wonder that pupils like coming to school. Parents are seen as true partners in their children's learning and they regard the new headteacher highly.

The good leadership and management of the headteacher, deputy headteacher and governors are moving the school forward at a fast rate, although middle managers are still not as sharp as they could be in implementing the headteacher's vision for the school. School self-evaluation is rigorous and has rightly identified the need to raise standards further, use information from assessment more rigorously to challenge the more able pupils and further develop the role of senior managers. Provision in the Foundation Stage is good. The vast majority of children achieve well but do not attain the expected standards due to their low starting points. The school provides good value for money. Overall, the school self-evaluation is good. Inspectors judge teaching and learning and standards and achievement higher than the school's evaluation. This is because inspectors found the newly implemented systems had raised standards, both in teaching and pupils' achievements. The school's capacity for improvement is good.

Grade: 2

What the school should do to improve further

- Raise standards of more able pupils, using assessment information better to plan work and track progress.
- Improve the monitoring of the school's performance by middle management, to ensure that the headteacher's vision for the school is fully implemented.
- Ensure schemes of work are subject specific and consistently implemented, so that they build upon pupils' prior learning.

Achievement and standards

Pupils' progress in English and mathematics is good and they meet challenging targets. In science and ICT, pupils achieve very well. The more able pupils achieve satisfactorily and could be stretched more. Pupils with special educational needs and English as an additional language achieve well.

On entry to the nursery, pupils' abilities are well below those expected nationally but by the end of Year 2 they are performing as well as other learners in reading and writing. They also make good progress in mathematics, although standards are not quite as high as in other schools nationally.

Since the school's amalgamation the emphasis has been on ensuring pupils with special educational needs and those for whom English is an additional language reach at least the nationally expected levels of attainment. The school has been very successful in this and is now aware of the need to set a greater challenge for the more able pupils across all ethnic groups.

The good progress made in reading, writing, mathematics, science and ICT makes a significant contribution towards ensuring pupils are well prepared for their next school and that their economic well-being is developing effectively.

Grade: 2

Personal development and well-being

Pupils' personal development is good. Pupils are enjoying learning and achieving well. Attendance is above average and pupils love coming to school. The warm and welcoming atmosphere helps pupils to feel valued and successfully supports their emotional development. Pupils' behaviour is good and they have good attitudes to all aspects of school life. They feel safe and agree that there is minimal bullying or discrimination. They say that the school is a racially harmonious community and inspectors agree. Year 6 girls said that boys do not dominate and that they feel equal partners in the learning process. Pupils are encouraged to live healthily and the school is working towards a Healthy Schools Award. The school council's views are listened to and acted upon; this has improved provision of games during lunchtime. Pupils have made a significant contribution to the wider community by fund-raising for the Tsunami disaster. The good provision for pupils' personal development and well-being ensures that they make a positive contribution to the community and work in a safe environment.

The provision for pupils' spiritual, moral, social and cultural development is good overall. Pupils have a good understanding of the difference between right and wrong and reflected on this in a successful act of worship that took the music from Schindler's List as a starting point to reflect on discrimination and bullying. The extra time allocated to physical education and the good range of extra-curricular activities, events and visits support good social development and help pupils to appreciate the variety of resources available in their racially diverse community.

Grade: 2

Quality of provision

Teaching and learning

Inspectors evaluated the quality of teaching and learning as good overall, which is better than the school's evaluation. This is because staff have worked very hard at implementing strategies highlighted in the headteacher's good monitoring of teaching and learning. Strengths of teaching include a high focus on key vocabulary, good explanations, good use of ICT, well-focused reminders of the purpose of the lesson, good use of support staff, good relationships and challenge and planning of work at the right pitch and level so pupils achieve well. In lessons where teaching had areas for improvement, time was not used sufficiently well to target the most able pupils and insufficient notice was taken of higher attaining pupils' previous abilities, especially in English and mathematics, so they did not make as much progress as they were capable of. Evidence shows there are still inconsistencies in the way that teachers mark pupils' work, offer pointers for improvement and subsequently alter their curriculum planning. Staff know what they need to do in order to improve but there are inconsistencies across year groups. The school has set up satisfactory systems for assessments and is tracking the progress of all groups of pupils but, as yet, this information is not being used well enough to challenge the most able and track pupils' progress over time.

Grade: 2

Curriculum and other activities

The curriculum is satisfactory and meets statutory requirements. All National Curriculum subjects are taught and all pupils have satisfactory access to a wide range of information and skills. The recently amalgamated infant and junior schools arranged their curriculum differently so that in the infants, teachers made more links between subjects whereas in the juniors, subjects were taught discretely. The headteacher has implemented national guidelines, but not all schemes of work have been evaluated and there are still some inconsistencies in their application. This results in higher attaining pupils not always having tasks matched to their needs and re-doing work that they have already covered. An effective start has been made at developing pupils' skills in English, numeracy and ICT but their use is not planned well enough so that they can always be used effectively in all subjects. Extra-curricular provision is good and pupils are really enthusiastic about the variety and quality of different activities that enhance their learning, such as that of a storyteller who developed pupils' knowledge of the Black Caribbean culture.

Grade: 3

Care, guidance and support

Care, guidance and support for pupils are good and this gives them confidence to work and learn well. The school sets a high expectation for itself in the way it supports, guides and cares for its pupils. Much effort is made to involve the parents and carers in the personal and academic development of their children and they are very pleased to be given this opportunity. Transfer systems to secondary school are very good and pupils are well prepared for the next phase in learning. Assessment systems are not yet fully used effectively enough to plan consistently for more able pupils. Reports are clear and detailed and so keep parents well informed. Parents are very pleased with the way that the school helps them by enabling them to participate in their children's learning. Child protection procedures are robust and effectively managed and staff vetting is carried out meticulously. Middle managers have worked effectively with governors to improve the safety and security of the school grounds and buildings. Pupils have confidence in the adults in the school and have good knowledge of how to keep themselves safe. However, although they say that there is no bullying at school, they are confident in knowing how to report it, should any arise. Liaison between school and outside agencies is good and contributes especially effectively to the welfare of vulnerable pupils. The good provision contributes well to pupils' health and safety.

Grade: 2

Leadership and management

The school is accurate in its view that the overall quality of leadership and management is good. The headteacher, ably supported by the deputy headteacher, has been effective in bringing together two schools with their own distinct identities and, as a result, the progress made in a very short time has been good. The headteacher has clearly identified key strengths and areas for development and has a clear vision for the school. She has been successful in challenging and getting staff to grasp and understand her vision for improvement, although her skills of monitoring have not yet permeated down to the next level of middle management, namely the phase leaders and subject leaders. Leadership in English, mathematics and science, whilst satisfactory, could be better. As a result the progress of more capable pupils is not as good as it could be. The leadership and management of special educational needs, English as an additional language and ICT are good. Governance is good. Governors are well informed, particularly about the school's strengths and weaknesses, and execute their role of critical friend well by receiving regular updates on how monies spent have raised standards. This secure financial planning has resulted in a successful recent external audit. Financial planning is good.

The buildings are well cared for and the recently completed sports and ICT facilities are most attractive. The school has an adequate number of staff to ensure that pupils are protected in a safe environment. Parents are very pleased with the way that they are consulted on all aspects of school life. For example, they asked for more classes in community languages and the school has provided them. They have every confidence in the headteacher and rate her leadership very highly.

Grade: 2

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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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?	2	
How well does the school work in partnership with others to promote learners' well-being?	2	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	NA	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	2	
The <i>standards</i> reached by learners	3	
How well learners make <i>progress</i> , taking account of any significant variations between groups of learners	2	
How well learners with learning difficulties and disabilities make progress	2	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2	
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	2	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	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	2	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	2	
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 performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which school enables learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community.	Yes
The extent to which school enables learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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James Watt Primary School
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8 June 2005

Dear Pupils

Thank you for being so welcoming when we visited your school. We enjoyed talking to you and looking at your work. We are pleased that you like coming to school and you work well. Your school is looking lovely with the good quality art work that you produce. We agree with your evaluation that your school is a good school and that your teachers care about you well.

These are the things that we are most pleased about:

- your good attitudes, behaviour and the way you value one another's differences;
- the good progress you make in learning because of your teachers' good teaching skills;
- the way your headteacher, deputy headteacher and governing body run the school so that your lessons are good.

There are some things that need to be improved:

- some of you could be reaching higher levels of the National Curriculum in English and mathematics. We have asked your teachers to use information on how well you are learning to challenge you more;
- some teachers with responsibilities for year groups and subjects need to make sure that they are doing all that they need to;
- teachers need to look at the way they plan the subjects that they teach you.

Yours sincerely

Bogusia Matusiak-Varley
Lead Inspector