

Canterbury Cross Primary School

Inspection report

Unique Reference Number	103177
Local Authority	Birmingham
Inspection number	355333
Inspection dates	13–14 June 2011
Reporting inspector	David Driscoll

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	495
Appropriate authority	The governing body
Chair	Jawaid Yakoob
Headteacher	Khalid Din
Date of previous school inspection	26 September 2007
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Introduction

This inspection was carried out by four additional inspectors, who observed 32 lessons taught by 15 teachers and four teaching assistants. They held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' attainment, progress and attendance, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 116 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well does the school meet the needs of pupils with special educational needs who are supported on School Action?
- How successful have the school's leaders and managers been in improving the progress of pupils in Years 1 and 2?
- How well are pupils taught to write?

Information about the school

The school is much larger than other primary schools. The proportion of pupils with special educational needs and/or disabilities has risen since the school was last inspected and is now high. The proportion of pupils with a statement of special educational needs has fallen over the same period and is now average. Almost all pupils speak English as an additional language, although very few are learning English for the first time. A new headteacher and deputy headteacher took up post in September 2008.

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

This is a good school. The quality of education it provides, and subsequent outcomes, have improved significantly since it was last inspected as a result of strong leadership from the headteacher and his deputy. There is good capacity for sustained improvement. Self-evaluation is accurate, so the school's leaders know where to target their actions and what to do to bring about effective change. The plans that have been implemented have proved highly successful in raising achievement across the school, so pupils make good progress in all years.

Pupils make good progress from their low starting points on joining the school. Their attainment on leaving Year 6 is average although relatively few reach Level 5, or Level 3 at the end of Year 2. All staff have high expectations of what the middle- and lower-attaining pupils can achieve, so the pace of their learning is often rapid. The progress made by the most-able pupils is satisfactory, rather than good. They are not always given work that is suitably challenging and sometimes continue practising skills when they are ready to learn something new. Nevertheless, they always work hard and concentrate for the full duration of the lesson. The progress of groups who have previously underachieved, such as those with special educational needs supported on School Action, is now equally as good as their peers. Data from assessments have been used well to identify any such groups and individuals, and to provide them with dedicated support from well-trained teaching assistants. Progress in writing, although satisfactory, is not as good as in other subjects. Pupils write as they speak, but their spoken language is often grammatically incorrect. Some children in the Early Years Foundation Stage are learning English for the first time and need to use their community language on occasions. Others, though, are already proficient in speaking English and the occasional over-use of their community language hinders their learning of how to speak English accurately. The bad habits they develop are not always corrected in lessons in other year groups, resulting in inaccuracies in their written punctuation and grammar that are not consistently identified through marking. The questions asked of pupils often only require a single-word answer, so pupils do not get the opportunity to speak at length in lessons.

Pastoral care is given a high priority, a view strongly supported by parents and carers. All of those responding to the questionnaire rightly felt that the school keeps their children safe, and pupils agreed. Parents and carers of children in the nursery were full of praise for the outstanding induction procedures that allow their children to settle remarkably quickly. Very few pupils have any worries at all, and all said that they have someone who cares about them at school. Many would turn to the children's advocate, who is always available to provide support.

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What does the school need to do to improve further?

- Raise pupils' attainment in speaking and improve their subsequent progress in writing to a good level by:
 - only using community languages when absolutely necessary in the Early Years Foundation Stage
 - providing more opportunities for pupils to respond with extended verbal answers in lessons
 - consistently correcting grammatical errors in pupils' spoken English
 - paying greater attention to correcting errors in grammar and punctuation in pupils' writing.
- Increase the proportions of pupils reaching Level 3 at the end of Key Stage 1 and Level 5 at the end of Key Stage 2 to the national average by July 2012 by ensuring more-able pupils are:
 - always given work that is well matched to their ability
 - given new tasks as soon as they are ready to move on in their learning.

Outcomes for individuals and groups of pupils

2

Pupils enjoy coming to school and arrive each morning keen to learn and to participate in school life. Attendance is now average and improving each year. In lessons, pupils quickly settle to their work and listen attentively to their teacher. On the rare occasion that a pupil is not paying attention, a quick word is all that is necessary to get them back on task. Pupils are proud of their work and keen to explain to adults what they are doing. They readily argue their point, in a polite and respectful manner, to justify their reasoning when solving problems, such as which container has the greatest capacity. Pupils work hard to do their best, both at home and in school, and take careful note of their teacher's comments when carrying out corrections. They demonstrate a good level of independence when choosing resources or using information and communication technology. The school has expended much time and effort on improving the assessment of, and provision for, pupils with special educational needs, especially those who are supported on School Action. Assessments are now much more accurate, so the school is able to pinpoint exactly what support is needed by an individual. Previously, those supported on School Action were given easier tasks in lessons. Now, they, like any other pupil who is underachieving, are removed from lessons for specific support in small groups that is tailored precisely to their needs. Their progress in such sessions is often outstanding and they quickly make up any ground lost in the past. Overall, pupils' average attendance and attainment, combined with their good personal development, ensure they are soundly prepared for the next stage of education.

Behaviour is good, both in lessons and around the school. The school very rarely has to resort to exclusion. Relationships between the different ethnic groups represented in the school are very positive. Pupils demonstrate a strong appreciation of the richness and diversity of other cultures and faiths. They were fascinated by finding out how the lives of pupils in rural areas differed from their own and are keen to learn more. The encouragement pupils receive to take responsibility in school and to voice their opinion is

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readily accepted. They used their good understanding of healthy foods to successfully campaign for improvements in school lunches, for example. They grow their own produce and share it with the local community.

These are the grades for pupils' outcomes

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Data from assessments are used well to plan lessons. The plans clearly identify how the learning of the groups of pupils withdrawn from lessons fits in with the rest of the class, so those withdrawn do not miss vital content. Teaching assistants, and additional adults in the Early Years Foundation Stage, are always clear about what their role is and are well informed about the capabilities of the pupils for whom they are responsible, so they can move their learning on at a good pace. Checks on learning are used well to assess most pupils' progress in lessons, so that tasks can be adapted when individuals are struggling. This is less effective for the most able, who sometimes have to wait to be given new tasks. All pupils are clear about what they are to do, because teachers ensure they all understand the lesson's objectives before they start. Teachers skilfully build on pupils' enjoyment of solving problems and having a hands-on approach to learning. They plan lessons that put learning into real-life contexts, such as calculating the change from purchases, and use science and other practical subjects as a way to teach mathematics and English.

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The curriculum has been developed well since the school was last inspected. It has been made more relevant and practical, with many more links between subjects. The detailed plans not only ensure a broad and balanced curriculum but also tell teachers the best times to assess new learning. There are plentiful extra trips and clubs with wide appeal that are very well supported by the pupils. These make good use of the partnerships with other organisations, notably a national media company and trips to the cinema, an experience that few pupils had previously experienced, and improve their literacy by encouraging them to write film critiques and discuss those written by pupils from around the world. The school is a caring community where individuals are valued. Those pupils whose circumstances make them vulnerable are particularly well supported, using the many links maintained with specialist agencies. Actions to reduce absence are now taken with greater rigour, so attendance is improving strongly. Pupils receive a great deal of encouragement to do well in all aspects of their life, which fosters their self-esteem and helps them believe that if they try their best, then they will succeed.

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	2

How effective are leadership and management?

The headteacher and his deputy form a formidable team that is driving the school forward. Staff morale is high as they see the success of their efforts to raise achievement. The senior leaders have embedded ambition particularly well. All staff are keen to improve further and welcome the accurate and supportive feedback they receive on their performance. Past weaknesses in teaching in Years 1 and 2 have been tackled so that pupils in these year groups make as much progress as others. Checks on teaching provide teachers and teaching assistants with clear targets for improvement, and they receive regular and frequent feedback on their progress towards them. The leadership and management of special educational needs are much improved.

Data on pupils' performance is analysed well. The results are used for many purposes, most notably in supporting the school's good work in promoting equality by ensuring that the gaps in performance of different groups are closing rapidly. The work on equality is further enhanced by the good teaching of tolerance and respect for others, together with a firm stance on any form of discrimination. Members of the governing body ensure that the school meets all statutory requirements, including those for safeguarding pupils. They have a good understanding of the school's main strengths and areas for improvement, but have little day-to-day involvement with the school, and staff are unsure of what they do. Members of the governing body are aware of this deficiency and already have plans in place to play a greater role in the life of the school. There is a comprehensive audit of the school's needs in terms of community cohesion that has been used well to draw up a

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detailed plan for further improvement. Provision is good in terms of the local and national communities, with highly effective links with schools with pupils from different backgrounds to those at Canterbury Cross. International links are being developed in order to enhance pupils' understanding of their place in the global community. Parents and carers like the open-door policy whereby they can always contact a senior member of staff. They receive good information, particularly about their children's progress in English, mathematics and science.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
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

Children join the Nursery with knowledge, skills and understanding that are low for their age. They make good progress in most areas of learning and now start Year 1 with attainment that is broadly average. This is a considerable improvement since the previous inspection, brought about by good leadership and management. Progress is best in areas of personal development. Children soon become confident because of the extensive arrangements made for them to become used to school. This helps children build relationships, so they get on well with others and learn to share and take turns. There is a week-long induction during the summer holidays, for example, and highly successful arrangements for parents and carers to bring very young children to school during the mornings. Progress in learning their letters is slower than in most other areas, as children are not always encouraged to speak English. The classrooms are bright, stimulating and well resourced. However, the use of the outdoor area is limited by other classes having to use it for physical education and playtime. This slows creative development and limits the opportunities that children have to make choices about their learning.

The headteacher and his deputy play a strong role in supporting leadership and management, which is resulting in improved provision and outcomes. Inconsistencies in

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provision between classes are being tackled effectively. Assessments are accurate and used well to guide planning, so that the well-qualified adults are deployed to best effect. Links with parents and carers are good, and most are full of praise for the quality of education provided.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are entirely happy with the education their children receive. They hold views that are similar to those of inspectors. A very small number raised concerns about the progress of the most-able pupils. Inspectors observed their progress in lessons and checked the data from their assessments. Inspectors found that, while satisfactory, the progress of the most able was not as good as other pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Canterbury Cross Primary 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 received 116 completed questionnaires by the end of the on-site inspection. In total, there are 495 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	70	60	44	38	1	1	1	1
The school keeps my child safe	69	59	46	40	0	0	0	0
My school informs me about my child's progress	49	42	55	47	9	8	0	0
My child is making enough progress at this school	48	41	58	50	5	4	3	3
The teaching is good at this school	59	51	49	42	8	7	0	0
The school helps me to support my child's learning	51	44	53	46	6	5	1	1
The school helps my child to have a healthy lifestyle	52	45	60	52	2	2	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)	46	40	55	47	5	4	4	3
The school meets my child's particular needs	51	44	57	49	8	7	0	0
The school deals effectively with unacceptable behaviour	58	50	51	44	6	5	0	0
The school takes account of my suggestions and concerns	44	38	59	51	8	7	0	0
The school is led and managed effectively	48	41	58	50	6	5	0	0
Overall, I am happy with my child's experience at this school	65	56	45	39	5	4	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 June 2011

Dear Pupils

Inspection of Canterbury Cross Primary School, Birmingham, B20 3AA

Thank you for all the help you gave us when we visited your school. We found you to be polite, friendly and well behaved. You impressed us by how well you all get on together and how much you know about other cultures and religions.

You told us how happy you are at school and especially how there is always someone available to help you when you have any problems. You feel safe and well looked after. You go to a good school where all the adults care about you and where you make good progress in most of your subjects. Your progress in writing is a bit slower than in other subjects. You do not always use the correct grammar and punctuation. This is partly because you make mistakes when you speak. We have asked your teachers to make sure that they correct your speaking, so that you are then able to use your new-found accuracy in your written work. You can help, by always trying to use correct English when you speak. We have also asked them to point out any mistakes you make in your writing, and make sure that the youngest among you are always encouraged to speak English. Your teachers are good at using the marks they give you to make sure that the work is hard enough for most of you. Some of you find it a little easy at times though, so we have asked your teachers to make sure the work is hard enough for even the most able among you, and to give you new work as soon as you have finished a task.

Your school is getting better and better all the time. The headteacher and his deputy are good at spotting exactly what needs to be improved, and then doing something about it. All the staff feel part of a team and they are all working to make the school an even better place.

With all best wishes for your future.

Yours sincerely

David Driscoll

Lead inspector

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