Nansen Primary School

Inspection report - amended

Unique Reference Number: 103236
Local Authority: Birmingham
Inspection number: 308258
Inspection dates: 10–11 October 2007
Reporting inspector: Hazel Callaghan

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school: Primary
School category: Community
Age range of pupils: 3–11
Gender of pupils: Mixed
Number on roll: 709

School: Naseby Road
Address: Alum Rock
City: Birmingham
Postcode: B8 3HG

Telephone number: 0121 4645760
Fax number: 0121 4644571

Age group: 3-11
Inspection dates: 10–11 October 2007
Inspection number: 308258
Amended Report Addendum
Report amended due to factual inaccuracy
Introduction
The inspection was carried out by four Additional Inspectors.

Description of the school
Nansen Primary is a very large school. The vast majority of its pupils are of Pakistani background with a small number from other ethnic groups. Most pupils are learning English as an additional language and a third of pupils are in the early stages of learning the language. An increasing number of these pupils came originally from Somalia and are being admitted throughout the school into different age groups. The proportion of pupils with learning difficulties and disabilities is below average. When children start in the Nursery they have a much narrower range of skills and experiences than is usual for children of this age and standards are well below those expected. There has been a large number of changes in the teaching staff over the last two years. The acting headteacher has been in post since January 2007. When the school was last inspected, it was issued with a Notice to Improve in respect of standards and achievement, especially in mathematics, and leadership and management.

Key for inspection grades
Grade 1       Outstanding
Grade 2       Good
Grade 3       Satisfactory
Grade 4       Inadequate
Overall effectiveness of the school

Grade: 3

Nansen is a satisfactory school that is improving rapidly because of the clear direction set by the acting headteacher and the good leadership and management provided by the whole senior leadership team. In accordance with section 13 (5) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires significant improvement. Standards have risen significantly this year and are now close to the national average. This is a great improvement on the inadequate standards of the previous year and is the result of pupils’ improved progress. This better progress is evident throughout the school and it is overcoming the weak learning of the past. Pupils’ achievement is now satisfactory. Pupils in the early stages of learning English as an additional language make good progress in the Foundation Stage, where achievement overall is good. Teachers meet the needs of most pupils but they do not consistently plan work that is sufficiently challenging for the more able or use strategies that will fully extend their understanding and skills. Consequently, more able pupils are not making as much progress as they should. The school has recognised that activities need to be more interesting so that all pupils, in particular the boys, are well motivated to learn. Staff have therefore introduced a creative curriculum that extends pupils’ experiences and develops the basic skills they need to help them learn more effectively. The curriculum is still very new and not consistently in place, but pupils already talk enthusiastically about many of their lessons. Pupils’ personal development is satisfactory overall but most pupils have insufficient awareness of cultures outside of their own and this sometimes affects how they react towards each other.

The care, support and guidance given to all pupils are good and a strong focus is given to supporting pupils, especially those with personal and social difficulties. The school has been successful in improving pupils’ behaviour and attendance, and this is having a positive impact on pupils’ ability to learn and make good progress. Staff are working successfully to build a positive ethos where pupils grow in confidence and make a positive contribution to the life of the school. Pupils say they feel safe in school and trust the staff to look after them.

Leadership and management are good and even though many staff are new there is a strong sense of teamwork and commitment to further improving the children’s education. There are comprehensive and well established systems for monitoring the work of the school. Regular reviews provide the senior staff with information that supports their accurate self-evaluation. Strengths are celebrated and effective plans are put in place to address identified areas of weakness. Actions taken are evaluated to ensure that they support pupils’ good learning. Given the school’s success in improving pupils’ attainment, as well as attendance and behaviour, the school’s capacity for further improvement is good.

Effectiveness of the Foundation Stage

Grade: 2

The provision in the Foundation Stage is good. There is good practice in both Nursery and Reception. There are some differences between the classes but these have been recognised by the school and action is being taken to ensure that the provision is consistently of a good standard. The children are happy, safe and secure, and almost all are confident speakers. Their behaviour is good and staff actively promote a positive learning atmosphere. Teachers understand the needs of these young children and provide a good mixture of teacher-led activities alongside opportunities for children to explore and investigate for themselves.
Children’s knowledge of English is fostered well in all their activities. The curriculum is well planned. There are plenty of opportunities for these young children to influence what it is they do and gain confidence in their own abilities as they also work through carefully structured activities. The new outside area provides additional opportunities for children to work and play together, so effectively extending their personal and social skills. Close monitoring of how children are learning ensures that activities build positively on what they already know and can do. Staff have developed good partnerships with parents at the initial home visits and on a day to day basis.

**What the school should do to improve further**

- Increase the challenge for more able pupils so their knowledge and skills are extended and they are enabled to achieve well.
- Raise pupils’ awareness and understanding of other cultures and traditions so that tolerance and understanding is promoted.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Achievement and standards**

**Grade: 3**

Standards have risen significantly this year because of the improved progress being made in all classes. Children achieve well in the Foundation Stage, especially in their personal development and early skills of speaking English. Achievement through Years 1 to 6 is satisfactory, however, because the accelerated progress this year has not fully compensated for the unsatisfactory progress in the past. The school has successfully addressed the concerns over pupils’ standards and progress in mathematics and science. In these subjects, and in English, attainment is now close to the national average. Writing is the weakest aspect, especially for the boys, and continues to be a focus for school improvement. In the last year, pupils with learning difficulties and disabilities have made good progress from their different starting points. The number of pupils attaining higher standards is increasing but more able pupils are not achieving as well as their peers. Most who enter the school in the early stages of learning English make satisfactory progress.

**Personal development and well-being**

**Grade: 3**

Most pupils come from a strong religious background that is sensitively supported by the school and their spiritual, moral and social development is good. Pupils’ cultural development, however, is much weaker. Pupils have very limited awareness of other cultural traditions outside of their own. Most pupils get on well with each other and they behave well in classes. Behaviour at playtimes can be a little boisterous and pupils say there are a few bullying incidents, but these are usually quickly and positively managed by the staff. Pupils consequently feel safe in school and now attend regularly. One pupil summed up the thoughts of many when he said, ‘I have lots of friends here and I like school a lot.’ Pupils enjoy taking responsibility and talk with pride about their roles on the school council or as ‘peer mediators’ working with other pupils to help sort out quarrels and to befriend those who feel lonely. Pupils respond well to opportunities to support various charities, especially a school in Pakistan, but they have little opportunity to contribute to the community around the school. Pupils have a satisfactory understanding of
how to develop healthy lifestyles and how to keep safe. They have a satisfactory range of skills to support their future learning.

**Quality of provision**

**Teaching and learning**

**Grade: 3**

Teaching and learning are satisfactory. Standards are rising more quickly where there is good, well focused teaching, but this is not consistent across the school. Planning is clear and well focused. Teachers generally use assessment well to plan their lessons and often provide helpful and informative comments to help pupils to make better progress. Some teachers use questioning to extend pupils' thinking. Teachers are more aware of the strategies to support boys' better learning and in many lessons boys now achieve as well as girls. Teachers are supported well by experienced teaching assistants who are effective in promoting the learning of pupils new to English and those with learning difficulties and disabilities. There is less emphasis on planning activities that extend the learning of the more able pupils and insufficient opportunities for them to work at higher levels. Pupils generally enjoy their lessons. The positive atmosphere in the classrooms and pupils' good behaviour both contribute to the improvement in learning.

**Curriculum and other activities**

**Grade: 3**

The staff have successfully reviewed and redeveloped the curriculum so that it better suits the needs of all pupils. It focuses on developing the basic skills of literacy, mathematics and information and communication technology (ICT) to support pupils' achievement. A large number of visits and visitors to school have been introduced to extend pupils' knowledge and experiences and so enhance their learning. The new plans were successfully trialled last year and fully implemented this September. Initial evaluations are positive but the new curriculum is not fully embedded and has yet to have its full impact, especially in promoting the good progress of the more able pupils. The curriculum is adapted effectively to support pupils in the early stages of learning English. A range of additional activities also supports pupils with learning difficulties and disabilities. Pupils speak very positively about the specialist teaching of physical education, music and ICT, which they enjoy.

**Care, guidance and support**

**Grade: 2**

A strong focus is placed on promoting the personal and pastoral care of all pupils. Pupils with emotional and personal difficulties are supported sensitively, building their self esteem so they are able to use strategies they have been given to help them concentrate more effectively on their learning. Good progress has been made in promoting pupils' good behaviour. Some parents are still anxious about the behaviour of some pupils, but it is managed well by staff. Staff put a high focus on building links with parents with the aim of helping them to support their child's education at home. There is also a variety of opportunities for parents to extend their own learning and to meet people of other ethnic groups. The aim is to build bridges in the local community and to promote a stable environment for pupils' education.

Teachers give pupils of all abilities clear guidance on what it is they are to learn next. They also encourage pupils to look at features in their work and evaluate how well they are doing. Staff
are less successful in developing specific targets that help individual pupils recognise how they can improve.

Leadership and management

Grade: 2

There is clear evidence of improvement across many areas of the school that are due to the acting headteacher's clear focus and firm leadership. She is well supported by the senior leadership team who are ensuring consistent and successful management across the school. Challenging targets for pupils' progress are being met and standards are rising. Even though there have been many changes in the teaching staff over the last three years, the whole staff work well as a united team. Those with new responsibilities are supported well and are developing the skills for managing their different responsibilities. Financial management is much improved and the funds available are used well to support pupils' better learning. Positive changes in the school have been recognised by many parents who said they felt the school was definitely improving but would welcome more opportunities for their views to be heard. The governors are becoming better informed and are more effectively using a variety of skills to support the school. Many are new to the governing body and do not fully appreciate their roles and responsibilities but are benefiting from the continuing support and training provided by the local authority.
Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.
## Inspection judgements

<table>
<thead>
<tr>
<th>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</th>
<th>School Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall effectiveness</strong></td>
<td></td>
</tr>
<tr>
<td>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</td>
<td>3</td>
</tr>
<tr>
<td>Effective steps have been taken to promote improvement since the last inspection</td>
<td>Yes</td>
</tr>
<tr>
<td>How well does the school work in partnership with others to promote learners' well-being?</td>
<td>3</td>
</tr>
<tr>
<td>The effectiveness of the Foundation Stage</td>
<td>2</td>
</tr>
<tr>
<td>The capacity to make any necessary improvements</td>
<td>2</td>
</tr>
</tbody>
</table>

### Achievement and standards

<table>
<thead>
<tr>
<th>How well do learners achieve?</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The standards' reached by learners</td>
<td>3</td>
</tr>
<tr>
<td>How well learners make progress, taking account of any significant variations between groups of learners</td>
<td>3</td>
</tr>
<tr>
<td>How well learners with learning difficulties and disabilities make progress</td>
<td>2</td>
</tr>
</tbody>
</table>

### Personal development and well-being

<table>
<thead>
<tr>
<th>How good is the overall personal development and well-being of the learners?</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The extent of learners' spiritual, moral, social and cultural development</td>
<td>3</td>
</tr>
<tr>
<td>The extent to which learners adopt healthy lifestyles</td>
<td>3</td>
</tr>
<tr>
<td>The extent to which learners adopt safe practices</td>
<td>3</td>
</tr>
<tr>
<td>How well learners enjoy their education</td>
<td>2</td>
</tr>
<tr>
<td>The attendance of learners</td>
<td>3</td>
</tr>
<tr>
<td>The behaviour of learners</td>
<td>2</td>
</tr>
<tr>
<td>The extent to which learners make a positive contribution to the community</td>
<td>3</td>
</tr>
<tr>
<td>How well learners develop workplace and other skills that will contribute to their future economic well-being</td>
<td>3</td>
</tr>
</tbody>
</table>

### The quality of provision

<table>
<thead>
<tr>
<th>How effective are teaching and learning in meeting the full range of the learners' needs?</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well do the curriculum and other activities meet the range of needs and interests of learners?</td>
<td>3</td>
</tr>
<tr>
<td>How well are learners cared for, guided and supported?</td>
<td>2</td>
</tr>
</tbody>
</table>

---

1 Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.
## 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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school’s self-evaluation | 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, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |
Dear Children

Inspection of Nansen Primary School, Birmingham B8 3HG.

Thank you for making us so welcome and answering our questions when we visited you. You are rightly proud of the way your school is improving and what it does for you. It is providing you with a sound education. Here is a summary of what we found.

- You are now making good progress in your work and this is helping many of you to reach the standards expected.
- The children in the Nursery and Reception classes make good progress in lots of their work.
- You usually behave well, especially in your lessons.
- You enjoy your activities and try to do your best.
- Teaching is satisfactory but many of your lessons are planned well and you find your activities fun.
- The curriculum is still very new but it is planned well and there is a good range of additional activities that make learning interesting and help you to develop new skills and understanding.
- All staff look after you well and support you in your learning.
- The headteacher leads the school well and is successfully supported by the other staff.

These are the things that we would like to see improved.

- We would like teachers to set more challenging work for those pupils who find learning easy so that they make good progress.
- We want you to learn more about the traditions, cultures and beliefs of other people so you can understand them better.

Thank you again for being so friendly and helpful. Remember you can help to make your school even better by continuing to work hard and to do your best.

Yours sincerely

Hazel Callaghan Lead inspector
12 October 2007

Dear Children

**Inspection of Nansen Primary School, Birmingham B8 3HG.**

Thank you for making us so welcome and answering our questions when we visited you. You are rightly proud of the way your school is improving and what it does for you. It is providing you with a sound education. Here is a summary of what we found.

- You are now making good progress in your work and this is helping many of you to reach the standards expected.
- The children in the Nursery and Reception classes make good progress in lots of their work.
- You usually behave well, especially in your lessons.
- You enjoy your activities and try to do your best.
- Teaching is satisfactory but many of your lessons are planned well and you find your activities fun.
- The curriculum is still very new but it is planned well and there is a good range of additional activities that make learning interesting and help you to develop new skills and understanding.
- All staff look after you well and support you in your learning.
- The headteacher leads the school well and is successfully supported by the other staff.

These are the things that we would like to see improved.

- We would like teachers to set more challenging work for those pupils who find learning easy so that they make good progress.
- We want you to learn more about the traditions, cultures and beliefs of other people so you can understand them better.

Thank you again for being so friendly and helpful. Remember you can help to make your school even better by continuing to work hard and to do your best.

Yours sincerely

Hazel Callaghan
Lead inspector