

Ofsted Inspections Autumn Term 2010

Primary Schools

St George's CE JI School, 13-14 September

Daily reflection is provided during collective worship, assemblies and circle time. Pupils are respectful of the beliefs of others and understand the difference between right and wrong. They enjoy the celebration of both Christian and other religious festivals.

New Hall Primary School, 14-15 September

A strong community ethos permeates all aspects of school life and contributes positively to pupils' good personal development. Although the school seizes all opportunities for pupils to develop an appreciation of the wide range of cultures and faiths that make up British society, this aspect of their understanding is relatively less well developed.

Brookvale Primary School, 14-15 September

Pupils care about the wider community. Overall, pupils' spiritual, moral, social and cultural development is good. In this multi-ethnic school they demonstrate positive relationships because they do not view each other as being different. Although the pupils are gaining a good understanding of both cultural and socio-economic differences, their experience of faith in the community is limited. For example, pupils do not have the opportunity to visit places of worship for religions other than Christianity.

Mansfield Green Community School, 20-21 September

Pupils' spiritual, moral, social and cultural development is good. They have a very good cultural awareness through the richness of cultural diversity within the school.

Prince Albert JI School, 20-21 September

Spiritual, moral, social and cultural development is good. Pupils show respect towards each other and make very effective use of the richness and diversity of culture that exists within the city.

Dorrington Primary School, 21-22 September

Pupils' good spiritual, moral, social and cultural development is reflected in their consideration and support for others.

Thornton Primary School, 23-24 September

Pupils increase their understanding of the wider community through, for instance, the celebration of religious festivals, and a variety of visits and visitors.

The Oaklands Primary School, 12-13 October

Pupils' spiritual, moral, social and cultural development and their behaviour are good. Visits by religious leaders to the school are helping pupils understand and respect the different faiths in the United Kingdom..

Albert Bradbeer Primary School, 18-19 October

Pupils play an active part in assemblies, where they demonstrate their good capacity for reflection on spiritual matters.

Wylde Green Primary School, 19-20 October

Good spiritual development is enhanced through assemblies taken by a local vicar. Links with the local church successfully promote pupils' spiritual well-being. The school has plans to develop pupils' understanding of other faiths and cultures found in Britain.

Sundridge Primary School, 3-4 November

Their spiritual development is satisfactory. Pupils have good opportunities to gain an understanding of religion through the curriculum, but opportunities for pupils to take part in moments of quiet reflection and prayer are missed in assemblies. The links with other contrasting primary schools, both in this country and abroad, are proving a successful initiative that raises pupils' awareness of other cultures and beliefs. Visits undertaken to religious sites and local cultural events result in pupils showing an appreciation of other cultures. There is increasing support from parents who appreciate the value of the school's role in promoting tolerance and respect.

St Margaret Mary Catholic Primary School, 4-5 November

There is a very strong community spirit in the school, enhanced by close links with the church, which makes a strong contribution to the good spiritual, moral, social and cultural development of pupils.

Woodcock Hill Primary School, 9-10 November

The spiritual, moral and social aspects of their development are good.

Nansen Primary School, 9-10 November

Pupils have a good understanding of spiritual, moral, social and cultural aspects of life. There are strong links with local neighbourhood groups, businesses and the mosque, and plenty of extended links nationally and globally to enhance pupils' understanding of different cultures

Rednal Hill Infant School, 23-24 November

The spiritual, moral and social aspects of the pupils' development are good. They value themselves and others as unique individuals and have a strong sense of right and wrong, but their involvement with the wider community and appreciation of cultural diversity are in the early stages of development.

St Matthew's CE Primary School, 23-24 November

Pupils' strong links with the church and other faiths enhance their spiritual, social, moral and cultural education. They host and perform at church-led community weekends and there are good links with other faith groups. They are reflective and show respect for the feelings and values of others. This is very evident in their good spiritual, moral, social and cultural learning; it is also demonstrated in the prayer tables to which pupils contribute, for example, notes to friends and relatives 'to get better soon'.

Holy Cross Catholic Primary School, 23-24 November

As one parent described, 'School, church and home are one and the same community.' These values underpin outstanding spiritual development, good behaviour and good moral, social and cultural development. The promotion of community cohesion is good because leaders have carried out a thorough analysis of the school's context, and is developing cultural links with

different communities elsewhere to promote greater cultural understanding. This includes a letter exchange with a predominantly Muslim school.

Paget Primary School, 25-26 November

Pupils have a strong moral code that shows in their good behaviour both in and out of lessons. They get on well with those from other backgrounds, and work co-operatively in groups or pairs. They find learning about others fascinating and have a well-developed understanding of the cultures represented in Britain today. One of the reasons that pupils get on so well with one another is because the curriculum provides them with plenty of opportunities to learn about the backgrounds of their peers, who represent a microcosm of the different cultures represented in Britain today.

Warren Farm Primary School, 29-30 November

The eager attitudes to learning are underpinned by good spiritual, moral, social and cultural development. A strong feature is the extent to which use is made of the rich diversity of cultures within the local community. Pupils readily relate to those from different cultural and religious groups, enjoying visits to different places of worship and the links with schools where pupils follow different religious beliefs.

George Dixon JI School, 6-7 December

Great sensitivity and care is shown to ensure pupils' cultures and religious beliefs are treated with dignity and respect. When pupils from a new ethnic group come into the school, the headteacher researches carefully their educational experience in their countries of origin, and uses this to plan support for them in adjusting to a new educational system. Community cohesion lies at the heart of the school.

Coppice Primary School, 8-9 December

The school has carried out an audit of its community and put in place a suitable action plan to promote community cohesion further. This work is contributing to pupils' improving understanding about different cultures and to the harmonious school community.

Special Schools

The Pines Special School, 21-22 September

Pupils' very strong spiritual awareness is exemplified by their deep sense of appreciation of the world around them.

Braidwood School for the Deaf, 8-9 November

Students' spiritual, moral, social and cultural development is outstanding. Students are encouraged to celebrate their similarities and differences and to explore these with others.

Secondary Schools

Kingsbury School and Sports College, 22-23 September

The school has undertaken a clear analysis of its ethnic, religious and socio-economic context and knows its community well. An integrated and cohesive school community has been established with work undertaken beyond the school, both locally and further afield to help students to understand their contributions to community cohesion.

Hodge Hill Sports and Enterprise College, 8-9 November

Students' spiritual, moral, social and cultural development is good and they show respect and sensitivity towards each other. The multicultural nature of the school enables students to develop a good understanding of different faiths and cultures so that there is a strong sense of shared values. Parents, carers and community leaders are invited to citizenship lessons to talk about the different faiths and religious festivals within the local community. The Mela party celebrated the different religious traditions in the area and was well supported by a large number of students and their families.