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Mrs Surinder Sehmbi
Headteacher
Blowers Green Primary School
Blowers Green Road
Dudley
West Midlands
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Dear Mrs Sehmbi

Ofsted monitoring of Grade 3 schools: monitoring inspection of Blowers Green Primary School

Thank you for the help which you and your staff gave when I inspected your school on 13 January 2012 and for the information which you provided during the inspection. Please thank the staff and pupils whom I met for their cooperation and time.

Since the last inspection, the school has made a significant number of staffing changes with almost half of the staff joining the school since that time. These have included changes at senior leadership level.

As a result of the inspection on October 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements.

Achievement of pupils at the school

Achievement has risen since the time of the previous inspection. Children start the Early Years Foundation Stage with skills and knowledge well below those expected for their age. Their communication and social skills are particularly low. They progress well but still start Key Stage 1 below average. The school's strong emphasis on developing literacy skills across all years and the daily activity to help pupils improve their reading have meant that attainment in reading has improved greatly. The end of Key Stage 1 assessments show that standards in both writing and reading have risen from low at the time of the previous inspection to average. While standards in mathematics have improved, they remain low.



Attainment in English and mathematics at the end of Key Stage 2 are now average with pupils having made good progress from the time they started at the school. Pupils are confident readers and they are able to read complex words by identifying the sounds which the letters make. They also use the pictures within the books to aid their comprehension of what the words mean. A notable success is the involvement of parents and carers in helping their children read and also the big increase in the number of pupils who read for pleasure.

The quality of teaching

The quality of teaching and learning has improved. Much of the teaching is good, although there remains some that is satisfactory. Work is well matched to pupils' abilities and pupils practise their literacy and numeracy skills within the topic work. Key strengths in teaching are good relationships, which lead to vibrant and enjoyable lessons, good opportunities for pupils to work independently or in groups, and good marking of pupils' work to identify how they can improve. This also includes responses by pupils to the comments made. Lessons concentrate on helping pupils to gain understanding by making work more relevant. When teaching is less successful, lessons are not as engaging and pupils compliantly complete tasks rather than become fully involved in their learning. Opportunities to give lessons greater interest and enjoyment are missed.

Behaviour and safety of pupils

Pupils say they feel safe in school and have an adult in whom they can confide if anything is troubling them. Bullying is understood by pupils and incidents rarely happen, although pupils could identify a recent incident which had been dealt with well by the school. Behaviour around school is good, with boys and girls respecting the very wide range of cultures and ethnic backgrounds of their fellow pupils.

Attendance has improved since the previous inspection but there are a larger than average proportion of pupils who have too much time off school. This is often when families take extended time to visit relatives abroad.

The quality of leadership and management of the school

Senior leaders have been successful in bringing about improvements to the quality of teaching and are realistic about identifying areas which need further improvement. Staff are held to account for their work and performance management is used well to ensure all staff are fully aware of their responsibilities in improving the overall quality of work within the school. This includes an effective coaching system which ensures good practice is regularly shared by teachers to help improve further the quality.

The appointment of a local authority literacy consultant has been very successful in building upon the improvements to the quality of reading and writing already

achieved. Senior leaders have a good overview of the key strengths within the school and areas for improvement. There is a well-focused action plan to support bringing about these improvements, with clear actions identified and success criteria. The school ensures pupils have a good all-round education; the curriculum incorporates regular opportunities for pupils to consider relevant moral issues as well as reflecting upon their place within the locality and the world at large. There are frequent cultural events, which pupils say they enjoy. The school continues to have excellent relationships with parents and carers.

The local authority supports the school well. The attached adviser is a regular visitor and additional support in developing mathematics has been agreed and is about to start.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Michael Smith
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in October 2010

- Accelerate pupils' progress and raise attainment in mathematics by:
 - ensuring good practice is shared and applied consistently throughout the school
 - increasing opportunities for pupils to practise their numeracy and literacy skills more widely across the curriculum.

- Use assessment information more consistently to plan effective lessons which match pupils' abilities and provide suitable challenge.

- Increase opportunities for pupils to explore ideas for themselves through working independently and collaboratively in lessons.