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27 March 2013

Mrs Alayne Clowes  
Headteacher  
Bordesley Village Primary School and Children's Centre  
Emmeline Street  
Bordesley Village  
Birmingham  
B9 4NG

Dear Mrs Clowes

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Bordesley Village Primary School and Children's Centre**

Following my visit to your school on 26 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the headteacher, the deputy headteacher, the Chair and other representatives of the Governing Body, and representatives of the local authority. Pupils discussed aspects of the work of the school with the inspector during a tour of the site and classrooms. The school improvement and action plans were evaluated. Documentary evidence was scrutinised, including minutes of the Governing Body, pupil performance data and records of the monitoring, support and development of teaching.

## **Context**

There have been no significant staff changes since the last inspection. A restructuring of school leadership is underway which has made provision for the appointment of assistant headteachers to lead literacy and mathematics, and for a manager of the Early Years Foundation Stage. The school has opened its new library.

## **Main findings**

The school has made effective use of the findings of the last inspection report to set a clear agenda for improvement. There has been a strong focus on sharing with all staff the features of good and outstanding teaching, and the need for teaching to have measurable impact on the progress of all groups of pupils. These messages have been delivered in a broad-ranging programme of training and professional development. They have been further reinforced through feedback to staff following formal lesson observations, lesson 'drop-ins' ('learning walks') and detailed scrutiny of pupils' books by leaders and external consultants. Evidence suggests that the teaching overall is improving, though still some weaknesses remain.

Teachers have worked closely together in moderating pupils' work to develop the accuracy of their assessments and clarify expectations for the standard of pupils' work. Systems to hold staff more accountable for the progress of all pupils in their classes have strengthened, but not all staff have been timely or accurate in recording assessments, which means that analysis of performance is not as comprehensive as it might be. The targets set for pupils' progress overall, and particularly for the more able, are not demanding enough to help the school rapidly close gaps between pupils' attainment and the national average.

The school's improvement plan focuses well on strategies to improve the quality of teaching. Actions to improve literacy also feature clearly, although there is less prominence given currently to improvement strategies in mathematics. The plan has particular merit in setting a very clear vision of where the school should be in development phase two during the next academic year, and sets appropriately high expectations. However, the target for teaching quality for the end of phase one at the end of the current academic year is too low and should be revised upwards to reflect the urgency of the need to secure more consistently good teaching and eradicate inadequate practice.

The governing body has a good balance of skills and offers enthusiastic support to the school. Careful management of resources has enabled it to offer a leadership restructuring programme aimed at securing specialist leadership of literacy, mathematics and Early Years provision. The headteacher regularly presents clear and detailed evaluations of the school's progress based on a range of monitoring evidence, and this allows governors to raise questions about aspects of performance.

However, there are insufficient arrangements for governors to play a role in formally evaluating the schools progress at key milestones in the future. The school's improvement plan does not always identify measurable criteria against which governors and others can judge the success of actions taken.

Senior leaders and governors have begun to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- raise targets for improving the quality of teaching and for the progress that pupils are expected to make
- strengthen the role of governors in evaluating the school's progress against actions set out in the school improvement plan, and ensure that the success of actions can be judged against measurable criteria
- secure more consistently effective teaching and adherence by staff to school policies for recording pupils' assessment information in an accurate and timely manner.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The school has been outward-looking and drawn on a network of support to make improvements in key areas identified in the Section 5 inspection report. The local authority has provided the school with challenge and support with improvement planning. It has helped the school in developing the capacity of its governing body through training and recruitment, and in strengthening leadership of literacy through secondment arrangements with a local school. It has facilitated some support from outstanding schools in the leadership of teaching, although this has not been as extensive as initially anticipated. The school has drawn on its partnership through a local consortium to support teaching in the Early Years Foundation Stage. Consultant support has been effectively deployed to develop the teaching of mathematics.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Birmingham.

Yours sincerely

**Ian Hodgkinson**  
**Her Majesty's Inspector**