

Bordesley Village Primary School

Emmeline Street, Bordesley Village, Birmingham, B9 4NG

Inspection dates

2–3 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Over the last three years, attainment in reading, writing and mathematics has remained well below national averages.
- Disabled pupils and those who have special educational needs make much less progress than the other pupils in the school. Teachers do not always plan work that is challenging enough for the most-able pupils.
- Teachers do not always encourage pupils to extend their spoken contributions in lessons.
- School leaders are now more effective but have not acted quickly enough to address the slow progress of the pupils with special educational needs.
- Despite improvements this year, attendance remains below national averages.

The school has the following strengths

- The headteacher and the deputy headteacher have almost eradicated inadequate teaching through more rigorous checking of classroom practice and the good guidance provided.
- Pupils feel safe, behave well and are courteous and respectful.
- From low starting points, pupils make good progress in English and mathematics compared to national averages, particularly in their writing.
- Pupils are keen to do well and work hard in their lessons.
- The curriculum prepares the pupils exceptionally well for their spiritual, moral, social and cultural development.
- The governing body has restructured and the new governors have good management skills and educational expertise. The governing body now has a good knowledge of the school's strengths and weaknesses.

Information about this inspection

- The inspectors observed 26 lessons or parts of lessons. All classes were observed at least once and several were observed twice. Four of the observations were undertaken jointly with the headteacher and deputy headteacher.
- Discussions were held with three groups of pupils, with three governors and with several members of the teaching staff. A telephone conversation was held with a representative of the local authority.
- There were two responses to the online questionnaire (Parent View). Parents' views were also sought through discussions at the start and end of the school day. The inspectors also took account of a recent parental questionnaire undertaken by the school leaders.
- The inspectors took account of the 27 questionnaires completed by members of the school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' recent and current progress; planning and monitoring documentation; reports on the quality of teaching over time; records relating to behaviour and attendance; documents relating to safeguarding, and the minutes of various meetings.

Inspection team

Nigel Grimshaw, Lead inspector

Additional inspector

Mary Maybank

Additional inspector

David West

Additional inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The vast majority of the school population are from minority ethnic backgrounds. The largest groups are of Pakistani, Bangladeshi and Black African heritages.
- Three quarters of the pupils speak English as an additional language, which is well above the national average.
- The proportion of pupils eligible for the pupil premium is well above the national average. This is additional funding provided to schools for children in the care of the local authority and those pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is just below the national average. Similarly, the proportion supported at school action plus or who have a statement of special educational needs is just below the national average.
- The numbers of pupils arriving at the school and leaving the school are exceptionally high compared to other schools. Most of the new arrivals to the school speak little or no English when they start.
- The school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast club for the pupils.

What does the school need to do to improve further?

- Improve the quality of teaching by making sure that:
 - the most-able pupils are given work which provides them with a high level of challenge
 - all pupils are expected to make more extensive contributions to discussions in lessons.
- Improve the performance of disabled pupils and those who have special educational needs by:
 - the leader organising the support within school more effectively
 - making sure the impact of these pupils' work in small groups is monitored more carefully
 - making better use of information on the progress of these pupils in discussions with teachers
 - making sure that these pupils know what they need to do to improve.
- Further raise attendance levels by ensuring that parents all understand the importance of regular attendance and by continuing the more rigorous monitoring and follow-up actions, such as first-day telephone calls and rewards for excellent attendance.

Inspection judgements

The achievement of pupils requires improvement

- Standards in reading and mathematics by the time the pupils leave at the end of Year 6 have been more than two terms behind other schools nationally for the last two years. Results in writing and in the spelling, punctuation and grammar test, are also behind national averages but not as much. Until this year, there has been little improvement, except in mathematics, although examples of pupils' work observed during the inspection show signs of improvement in most year groups this year.
- The majority of the most-able pupils do not attain sufficiently high levels of attainment compared to their counterparts nationally, although two pupils did attain the very high Level 6 in mathematics.
- Bangladeshi pupils attain levels well above their classmates and above national averages. Pakistani pupils and those from Black African backgrounds reach levels in line with those of their classmates.
- Disabled pupils and those who have special educational needs make less progress than their classmates. Support programmes and planning are under review but this has not yet had an improved impact on their work.
- Pupil premium funding has been used to fund additional teaching and support staff, especially for newly arrived pupils and for vulnerable pupils, and also new resources for teaching phonics (letters and the sounds they make). The gaps in attainment between those eligible for pupil premium funding and their peers narrowed last year in mathematics to around two terms but it was the equivalent of around four terms in reading and writing. As a result of the targeted expenditure, this year the gaps have narrowed in reading and writing too, although eligible pupils remain about six months behind their classmates. There is no gap in performance now at Key Stage 1. Pupils eligible for the pupil premium make good progress.
- The high mobility of pupils in and out of the school is undoubtedly a factor in the low attainment because the results for those who remain at the school for longer periods show much better progress and these pupils reach higher levels.
- Children start in the Early Years Foundation Stage with skills and knowledge that are below those expected for their age, and well below in communication, language and literacy and in mathematics. The teachers and support staff make sure that the children settle in well. Routines and high expectations are established early. As a result of this, and the improved teaching, the children make good progress in the Nursery and Reception years.
- This good progress is now being maintained in Years 1 to 6, and is much more consistent because the quality of teaching is now more consistent and the inadequate teaching has almost been eradicated. Pupils' work and the school's own current data show that progress across the school has been improving over the last two years and is now above average. It is particularly good in writing.
- The national check on reading for pupils at the end of Year 1 showed that the pupils in 2013 were well below the national average. However, much improved teaching of phonics has led to results in 2014 which are well above the national average for 2013.

The quality of teaching requires improvement

- Teachers too frequently ask questions in lessons that require the pupils just to give short or one-word answers. This means that pupils do not have sufficient opportunities to practise their speaking and listening skills. By contrast, in a lesson in the Early Years Foundation Stage, based on an 'alien' visit to their class, the teacher insisted on children answering in full sentences and the dialogue was much improved.
- The work planned for the most-able pupils does not always extend their thinking and provide appropriate challenge. In some classes, the most-able pupils know the levels at which they are working and respond well to having specific challenges in order to reach the next steps in their learning, but this is not consistent across the school.
- Disabled pupils and those who have special educational needs lack specific guidance on how to improve their work and this is a factor in them making slower progress than their peers. Although they are keen to learn, they do not know what they need to do to do better.
- Relationships between adults and pupils are particularly strong. This creates a good atmosphere for learning with the pupils eager to progress well and present their work neatly.
- As a result of training provided by school leaders, the quality of teaching has improved, particularly the teaching of phonics. This has led to significant improvements in reading and spelling. The teaching assistants have received a good range of training and, consequently, provide good-quality support to the pupils and teachers in lessons.
- Classroom displays are attractive and informative, and provide good support for learning. Lessons are usually planned with effective use of resources designed to enable pupils to make progress, such as the well-produced worksheets in a Year 5 mathematics lesson on three-dimensional shapes.

The behaviour and safety of pupils is good

- The behaviour of pupils is good. Pupils behave well in lessons and around the school because pupils are clear about expectations and the school rules ('The Bordesley Way') are well established.
- Pupils are courteous and well-mannered. They show good respect for others. They work well cooperatively, share resources and take turns in activities.
- Pupils say that behaviour is good and this is echoed by parents through the school questionnaire and through discussions with parents at the start of the school day. One father said, 'I have had several children through this school and they have all learned to behave well and are doing well in their lives.'
- Pupils are keen to succeed. They take great pride in their work and make sure that it is presented neatly. The quality of handwriting is of a consistently high standard.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe at school and that bullying is not an issue. Parents agree with this view.
- Pupils are confident that when others misbehave, the adults in school will sort this out quickly. They say that other children upsetting them is rare, and that any adults in school would help

them if it occurred.

- Pupils have been taught about keeping safe at school and in the wider community, and the school leaders have brought in outside speakers to support this. The safe use of the internet has been highlighted for parents and pupils through the school's website and through discussions in lessons and through posters around school.
- The headteacher and governors have demonstrated considerable success in tackling the previously very low rates of attendance. Although attendance remains a little below the national average, it is much higher this year than in the past. More rigorous monitoring and follow-up with parents of any unexplained absences have contributed to this, as more parents are helped to appreciate the importance of their children not missing out on valuable lesson time.

The leadership and management requires improvement

- The headteacher and deputy headteacher have rightly focused on improving the quality of teaching by rigorous checking of classroom practice and the classroom learning environments. They and the subject leaders have been less rigorous in monitoring the levels of pupils' work in their books, particularly for the most-able pupils, and disabled pupils and those who have special educational needs.
- Over recent years, there have been several staff changes which had previously disrupted the roles of subject and other leaders. The new team, including the Early Years Foundation Stage leader, are settling into their roles well and are keen to lead and manage effectively. However, the organisation of support and the monitoring of the progress of pupils who have special educational needs is not effective enough for the pupils to succeed in fulfilling their potential. The lack of effective communication between the special educational needs leader and class teachers on the particular needs of individual pupils who have special educational needs is also hindering their progress.
- The headteacher has built a much improved leadership team within school, with some recent key appointments proving to be effective. She has supplemented this with training and guidance for all staff to improve their practice, particularly within the classrooms. She has worked particularly closely with the governing body and all governors have a clear view of priorities. This has led to improvements in teaching and also in outcomes for pupils, especially the results in the phonics screening check at the end of Year 1. The school therefore has the capacity to improve further.
- Subject leaders are working effectively to review the curriculum in the light of the new national guidance and the school is now well prepared for its introduction from September 2014. Teachers plan work that motivates the pupils. As a result, they enjoy their work and are keen to do well.
- The curriculum prepares the pupils exceptionally well for their spiritual, moral, social and cultural development. Pupils have a clear understanding of correct manners and behaviour; show genuine respect for adults and each other; and this has resulted in a harmonious and welcoming school environment.
- The school leaders have made effective use of the primary sport funding which has resulted in even better sporting links with other local schools; the introduction of new sports to the curriculum, such as archery and table tennis; more opportunities for staff to learn new teaching skills; and better opportunities for pupils to develop healthy lifestyles and physical well-being.

- The local authority has supported the school well through generating links with other schools in order to share good practice.
- The school has worked successfully to develop the relationship with parents and have made useful appointments of bilingual staff to aid this. One success has been the significant improvement this year in the attendance rates, as leaders have helped parents to understand the importance of their children's regular attendance. Parents speak highly of the school and value the opportunities provided to their children. As one parent said, 'We only came to this country in the autumn and the school really welcomed us. My daughter is very happy here.'
- **The governance of the school:**
 - Appointments to the governing body in the last two years have strengthened roles and responsibilities, especially as governors have undertaken a range of training to improve these. Governors are led effectively by a strong Chair of the Governing Body with an experienced leadership and management background. They are more actively involved in checking the work of the school and are less reliant on receiving information from others. They are, therefore, now very clear about the school's strengths and areas for improvement. They have a good awareness of the school's performance data and the improvements being made. They have a good knowledge about the quality of teaching, the way teachers' performance is managed and how this has led to improvements. They make sure that pay reflects teachers' effectiveness. They know how the pupil premium and sports funding are spent and the impact that these are having. Governors have ensured that all the safeguarding procedures fully meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103153
Local authority	Birmingham
Inspection number	442530

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 of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Doug Ashford
Headteacher	Alayne Clowes
Date of previous school inspection	7 November 2012
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