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Mrs Penny Webb  
Headteacher  
ARK Rose Primary Academy  
Tees Grove  
Kings Norton  
Birmingham  
B38 9DH

Dear Ms Webb

### **Serious weaknesses first monitoring inspection of ARK Rose Primary Academy**

Following my visit to your school on 18 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's most recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in May 2014. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During this inspection, meetings were held with the headteacher, the executive headteacher, the Chair of the Governing Body, members of the senior leadership team, the ARK Director of Primary Education (academy sponsor), an educational consultant, and a group of pupils. The academy's statement of action and improvement plans were evaluated. Documents summarising new policies, procedures and actions introduced since the section 5 inspection were also reviewed, as well as reports compiled by independent consultants on the early impact of these initiatives.

### **Context**

Since the section 5 inspection, four teachers have left the academy, including an assistant headteacher, and six new teachers have been appointed. The post of

assistant headteacher has yet to be filled. An external review of governance has been arranged but has not yet taken place.

### **The quality of leadership and management at the school**

The academy has responded very positively to the section 5 inspection. The headteacher and executive headteacher have introduced a number of rigorous and robust initiatives to ensure that improvement plans are more tightly focused on the main areas that require change. The senior teachers support the headteacher well in this work and the monitoring and evaluation of the quality of teaching and learning have been much improved. Plans helpfully cross reference to challenging but realistic achievement targets. There is a clear log of actions to be taken, both to implement the necessary changes and to monitor and review their impact. In this, the academy has received extremely good support from the academy sponsor and external consultants, who ensure that monitoring is accurate and appropriately rigorous.

One consequence of these initiatives has been a set of very pleasing results in national tests for pupils at the end of Key Stage 2 in 2014. The academy is very aware that similar improvements are required in the formation of letters and sounds, and in writing for pupils in Key Stage 1. The new library, planned to open shortly, will be a valuable addition to the academy's provision and will help teachers to improve achievement further.

Staffing is more stable. This means that initiatives to improve the quality of teaching have more chance of leading to better teaching practices and a faster rate of pupils' progress, especially for those pupils who require additional support to catch up. Pupils for whom the academy receives pupil premium funding achieve well. More-able pupils still require more appropriate challenge to enable them to achieve better results. Extra funding for enhancing the quality and effectiveness of physical education in the academy is being used effectively.

Behaviour has improved since the section 5 inspection and there is a calmness around the academy, both during lessons and at break times. There has also been a significant reduction in the number of pupils arriving late in the morning.

The governing body continues to provide good challenge and support and is very aware of the academy's strengths and weaknesses. The external review of governance should help it to improve its skills even further.

Understandably, much of the new work now being undertaken is in its infancy and there has not been enough time for the academy to demonstrate that its procedures, plans and initiatives are bringing about the required improvements over time. However, it has made an encouraging beginning.

Following the monitoring inspection, the following judgements were made:

The academy's improvement plans are fit for purpose.

The sponsor's statement of action is fit for purpose.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Academies Advisers Unit at the Department for Education, and the Director of Primary Education for ARK Schools. This letter will be published on the Ofsted website.

Yours sincerely

Peter Limm  
**Additional Inspector**