

Tribal
Kings Orchard, One Queen
Street, Bristol,
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@tribalgroup.com

2 October 2014

Sally Lanni
Headteacher
Pheasey Park Farm Primary School
Wimperis Way
Birmingham
B43 7LH

Dear Mrs Lanni

Requires improvement: monitoring inspection visit to Pheasey Park Farm Primary School

Following my visit to your school on 30 September 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings. 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 June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that information about the quality of teaching for individual staff is collated in one place to enable you to be more effective in your analysis of school performance
- encourage pupils to check their own work, in particular pupils should use dictionaries and other spelling aids to improve their work, before it is handed in.

Evidence

During the inspection, meetings were held with you, your senior and middle leaders, the vice chair and three other governors and pupils to discuss the action taken since the last inspection. The school's improvement plans were evaluated. I scrutinised a range of documents including pupils' progress data, monitoring records and the impact of performance management. I also visited six lessons.

Context

There have been a number of staff changes since the recent inspection. An assistant headteacher and a phase leader have left. The new assistant headteacher will join the staff after half term. Two members of staff have been promoted to phase leadership. The special educational needs coordinator took on this responsibility in September. Five newly qualified teachers joined in September.

Main findings

You and your staff are working with determination to tackle the weaknesses identified in the recent inspection. You have re-shaped your school improvement plans to more tightly focus on the areas for development.

The leadership and management of the school continues to improve. You have re-organised your monitoring cycle so that it is more responsive to the needs of the school and involves middle managers. Feedback to staff is improving and they have a clearer view of what they need to develop to improve their teaching. Training of staff and teaching assistants is identified from the findings of your monitoring. You have begun to evaluate the impact of training. You do not collate all your monitoring of individual staff into one file which hinders your analysis of the information.

The governing body provides more challenge. It has reviewed its structures and plans to form a strategic group. The aim of this group is to meet more frequently and help governors to anticipate the school's needs and so act more quickly to meet them.

Teaching continues to improve. Teachers have begun to benefit from participating in the outstanding teaching programme. Teachers follow school policies more consistently. Teachers are implementing the writing policy and model cursive handwriting. This is helping pupils improve the presentation of their work.

Guidance to pupils on how to improve their work is more precise and helpful. Teachers plan time for pupils to review and respond to the comments in their books. This is helping pupils to work more independently. However, pupils do not check and correct misspelt words in their work themselves.

Support to pupils with special educational needs and/or learning disabilities is more effective. The recently appointed special educational needs coordinator has well defined responsibilities and has begun to check the progress of pupils with special educational needs and or disabilities. There is a much tighter monitoring cycle in place. This enables senior leaders to check more quickly that the interventions used with pupils meet their needs.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

The support from the local authority has been provided after detailed consultation with you. This has ensured it has been tailored carefully to the needs of the school. For example, governors have benefited from training to develop their skills in holding leaders to account and this is reflected in their minutes. Governors are asking questions that are more searching.

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

Yours sincerely

Michelle Parker
Her Majesty's Inspector