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Rizvana Darr  
Adderley Primary School  
Arden Road  
Saltley  
Birmingham  
B8 1DZ

Dear Mrs Darr

### **Requires improvement: monitoring inspection visit to Adderley Primary School**

Following my visit to your school on 11 December 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection 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 September 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 all matters relating to financial management are open to scrutiny and identify all accountabilities and responsibilities by
  - involving governors fully in identifying priorities for planned expenditure
  - assuring value for money
  - recording in detail all financial transactions
  - reporting expenditure and budget projections regularly to governors

## **Evidence**

During the inspection, meetings were held with the headteacher, two deputy headteachers and an assistant headteacher, the Chair and Vice Chair of the Governing Body, a staff governor and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. Minutes of governing body meetings were looked at and the senior leaders provided HMI with a tour of the school.

## **Main findings**

You have responded to the inspection in September with focused determination. You and your senior leaders have acted with a sense of urgency to bring about speedy but appropriate improvement. You have established a strong team of leaders, governors and staff who share your vision and resolve. You have demonstrated resilience in overcoming an historical difficulty which caused you to create a large underspend in your school budget. You have provided a clear explanation for this situation which was verified by the local authority advisor. You have a number of plans to modernise school premises, facilities and car parking. Governors are rightly aware of the need to ensure value for money and establish transparent and accountable procedures.

Governors received a full independent review in September and embarked on a full range of training in response. They work closely with the local authority governor support services. This training has helped to sharpen their understanding for their role, raise their expectations and consider the range of strategies available to them. Governors have conducted a skills audit in preparation for the reconstitution of the governing body. They are actively seeking to recruit the necessary people to provide an appropriate balance of skills, expertise and capabilities.

Training for governors on published performance data such as RAISEonline and data dashboard has enabled governors to analyse information for themselves, identify the performance of different groups and appreciate aspects of the school's context which has a bearing on its performance. Governors are now able to shape their own line of questioning rather than rely on the information provided by school leaders.

Governors were fully involved in developing the school improvement plan in response to the inspection report. They visit the school regularly to speak to teachers, review pupils' work and consider the pupils' progress and attainment. Governors receive regular detailed reports and presentations from you and the senior leadership team to help them keep track of the school's progress and improvements. Together with their training and visits to school governors are more able to monitor how well school policies are implemented and understood. Governors have formed a curriculum and standards scrutiny committee to consider

the implementation and development of the curriculum as well as analyse performance data.

Senior leaders have clear expectations of the implementation of the special educational needs code of practice. Staff understand what is meant by the local offer and appreciate their responsibilities in meeting pupils' needs. Links have been established with external agencies to secure specialist support where needed. Parents are involved in contributing to the support and helping the pupils at home. Accredited training has been arranged for the Disabilities and Special Educational Needs leader.

Detailed records of pupils' progress are kept for every year group. The school's assessment and tracking systems are reviewed every half term so that the progress of all pupils or groups of pupils is taken into account when devising support, extension or challenge for them. The policy for the pupil premium funding has been revised and ratified by governors so that the impact of expenditure is planned and reported. Following training, governors are clear about the purpose and expectations regarding the funding and are better able to hold school leaders to account.

All staff received a range of training regarding safeguarding, including preventing the risks of radicalisation and extremism. Staff are expected to demonstrate their full understanding in all that they do to ensure they know relevant procedures and correctly report any concerns. Checks on their understanding are built into the procedures for staff's performance management and targets are set. The management of teaching assistants is thorough and evidence from a wide range of sources informs decisions about their performance. By January 2015 every teaching assistant will have received training.

You have revised the school's behaviour policy, procedures and rewards systems. You have introduced detailed records of behaviour incidents including bullying so that the issues, actions, impact and further required action are clear. The careful analysis of such information led to the reorganisation of games and playtime resources during break times.

Methods and systems for teaching reading have been revised in order to raise standards further. Staff are suitably aware of the necessary reading skills and pupils' reading ages are assessed to inform group reading sessions. Reading for enjoyment has been highlighted with the introduction of themed reading corners in every classroom and additional resources for the library. Pupils in Years 5 and 6 act as reading tutors for younger pupils.

The school improvement plan includes all relevant priorities and goes on to map actions for additional priorities identified by you and the senior leadership team. Each area for improvement is matched with clear expected outcomes which are underpinned by specific actions to be undertaken. Those responsible for leading individual actions are clearly identified. Strategies are suitably ambitious, challenging

and pertinent to meet the demands of each area for improvement. Planned actions reflect the necessary urgency but are also timed over a suitable period to enable further relevant development. Expectations are clear and stages of improvement are suitably specific and detailed. The necessary resources required to support actions are indicated although the specific amount is not consistently recorded. Those responsible for monitoring are identified. Methods and people responsible for evaluation are clear and appropriate.

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**

Relationships between the school and the local authority have recently improved. Historical issues reported by the local authority have been retracted formally and indemnity has been re-installed. The local authority advisor knows the school well and has provided much valued support over the short period of time he has been associated with Adderley. Governor support services have provided a significant range of governor training and local authority representatives have trained all staff in priority areas. In addition, independent consultants provide tailored support to meet the school's needs.

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

Yours sincerely

Deana Holdaway  
**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy