

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0121 679 9169
Direct email: mathew.mitchell@serco.com



26 March 2015

Ann Bashir-Pugh
Acting Headteacher
Moor Green Primary School
Moor Green Lane
Moseley
Birmingham
B13 8QP

Dear Mrs Bashir-Pugh

Special measures monitoring inspection of Moor Green Primary School

Following my visit with Elaine Long, Additional Inspector, to your school on 24–25 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in September 2014. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

- The school is making reasonable progress towards the removal of special measures.
- The sponsor's statement of action is not fit for purpose.
- I strongly recommend that the academy does not seek to appoint newly qualified teachers.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Director of Children's Services for Birmingham.

Yours sincerely

Usha Devi
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in September 2014

- Improve teaching and learning by ensuring that all teachers:
 - check learning carefully, clear up any misconceptions and move pupils on quickly to the next task
 - ask questions skilfully to improve the range and quality of pupils' spoken responses in lessons
 - make sure that pupils behave well in all lessons
 - provide the most able pupils with work that makes them think hard and learn as quickly as they can.

- Raise pupils' achievement and enjoyment, especially in writing and mathematics, by ensuring that:
 - pupils develop their multiplication skills securely
 - pupils present and write out their calculations neatly and accurately
 - weaknesses in pupils' use of punctuation and spelling are tackled effectively
 - pupils are given good opportunities to write on a range of topics and for different purposes
 - effective support is provided for boys, disabled pupils and those who have special educational needs
 - disadvantaged pupils make consistently good progress so they catch up with other groups
 - attendance improves to at least the national average.

- Improve leadership and management by ensuring that:
 - procedures for collecting, organising and sharing data about pupils' performance are effective, and assessment information is used well to improve pupils' achievement
 - all staff apply the school's behaviour policy effectively
 - rigorous systems for managing staff performance are established and used effectively to identify training needs, and to improve teaching, leadership skills and the quality of self-evaluation
 - governors rapidly improve their capacity to hold leaders firmly to account
 - partnership work between the Trust and the academy is effective.

An external review of governance, to include a specific focus on the academy's use of the pupil premium, should be undertaken.

Report on the second monitoring inspection on 23–24 March 2015

Evidence

Inspectors observed the academy's work, scrutinised documents and met with the acting headteacher and acting deputy headteacher, the headteacher of Stanton Bridge Primary School, other senior leaders, a group of pupils, the Chair of the Governing Body and one other governor. Telephone conversations were held with a representative from the current academy sponsor and the new academy sponsor. Inspectors spoke informally with pupils and parents during this monitoring inspection. All of the lessons were observed jointly with either the acting headteacher or the deputy headteacher.

Context

Since January 2015, the headteacher of Stanton Bridge, who is also a National Leader in Education, has been supporting the acting headteacher and acting deputy headteacher. In addition, teachers from Stanton Bridge have been working with some teachers at Moor Green. From April 2015, the headteacher of Stanton Bridge will become the interim executive headteacher of Moor Green.

The teacher with responsibility for mathematics left the academy in December 2014. The governing body appointed a teacher from within the academy to take responsibility for this subject from February 2015. A teacher from within the school took on the role from January 2015 until February 2015 in an acting capacity.

In collaboration with the Department for Education, the governing body is changing the academy's sponsorship arrangements. REAch2 will replace the current sponsors, Headteachers, Teachers and Industry Trust (HTI), by the end of the summer term.

Achievement of pupils at the school

Although standards remain below age-related expectations in mathematics and writing, they are rising steadily. In some year groups, such as Year 6, standards are rising quickly because of strong teaching. Disadvantaged pupils are reaching higher standards than in the past. They are benefiting from additional support with their mathematics and writing. Work in pupils' books shows that the standards attained by pupils and rates of progress vary between classes because of inconsistencies in teaching.

The actions taken to raise achievement in mathematics are having a positive impact. Pupils are becoming more adept at using their knowledge of numbers to solve problems. This is because teachers are getting better at making sure pupils know how to add, subtract, multiply and divide accurately. Teachers are also encouraging pupils to set out their calculations correctly when working out answers. In some

classes, mathematical activities do not always provide enough challenge for the most able pupils. This inhibits their progress.

In writing, pupils are increasingly reminded to use their knowledge of the sounds that letters make (phonics) to spell correctly. They are also taught to use punctuation and grammar accurately. Although this is a positive development, pupils do not have enough opportunities to write and therefore practise what they have learnt. On occasions, the writing activities for disabled pupils and those who have special educational needs are too difficult and this prevents them from making the progress they could.

The academy's system for recording information about the achievement of different groups remains too complex. The acting headteacher is aware of this and is in the process of simplifying the system so that this information is more accessible for staff and governors. Additionally, some of the information is incorrect and does not accurately record what pupils know and understand.

The quality of teaching

Teaching has improved. Some of the staff who met with inspectors said that they have particularly appreciated the training sessions led by Birmingham local authority consultants. Nevertheless, teaching is not consistently good or better and this is leading to variable rates of progress.

Where pupils' learning is most effective, teachers plan activities that successfully motivate boys and girls, and build on what pupils of different abilities can already do. Teachers encourage pupils to use the correct terminology when responding to questions. They also use questions well to check pupils' understanding and provide additional guidance to the pupils who are not sure how to complete their work. In one Year 6 lesson for instance, pupils were asked to calculate the quantities of ingredients required to make different milkshakes. Through careful questioning, the teacher quickly identified the pupils who needed extra help and provided them with suitable advice. This timely and helpful advice enabled pupils to find the correct answers.

When pupils do not make sufficient gains in their learning, it is usually because activities are not well matched to their learning needs. This particularly affects the most able pupils, and disabled pupils and those who have special educational needs. Occasionally, the activities are suitably planned for pupils of different capabilities but are dull and fail to engage pupils. Consequently, pupils take little interest in their work and choose to fidget with their equipment and talk with their classmates.

Presentation in pupils' books is improving but inconsistent. Some teachers have high expectations, and expect pupils to write neatly and use a ruler to draw lines. In contrast, some teachers allow pupils to produce work that is messy and difficult to

read. Marking of pupils' work varies from class to class. Teachers' comments do not always help pupils to correct errors and improve their work.

Behaviour and safety of pupils

Pupils' behaviour has improved. Pupils told inspectors that they like to earn 'house points' and 'merits' and exchange these for prizes. Pupils listen carefully and work well in lessons. They respond positively when asked to work with other pupils and are keen to respond to the teacher's questions. On the few occasions when pupils' behaviour in lessons is poor, it is because of weaknesses in teaching.

Around the academy, pupils walk calmly and hold open doors for adults and each other. They initiate conversations with visitors by asking how the day is going and if there is anything they can do to help. In the playground, pupils play together well and share equipment. Pupils confirmed that they feel safe in the academy. They told inspectors that sometimes a few boys 'play-fight' and call others unkind names. However, they said that when this happens, teachers resolve concerns quickly.

Pupils' attendance remains below the national average for primary schools. In response to concerns about low attendance, the governing body has appointed a member of staff who will work with families in order to encourage pupils to attend regularly. He will be joining the academy in April.

The quality of leadership in and management of the school

The Chair of the Governing Body has been instrumental in arranging for the headteacher of Stanton Bridge Primary School to work with and support senior leaders. This headteacher has considerably strengthened leadership of the academy. With her support, the acting headteacher and deputy headteacher have started to tackle weaknesses in teaching. The headteacher has also organised suitable support for some of the teachers. These actions have contributed to improvements in teaching. The academy has made appropriate plans to extend the range of support available for staff and senior leaders.

Senior leaders have revised the academy's behaviour policy and introduced a new approach towards managing pupils' behaviour. This new approach is having a positive impact. Senior leaders have recently introduced a system for recording incidents of misbehaviour. They intend to use this to identify patterns in pupils' behaviour and to check that the actions taken in response to misbehaviour are making enough of a difference to pupils.

The acting headteacher and acting deputy headteacher gather a range of information to inform their view of teaching. For instance, they make brief visits to lessons, review pupils' work and regularly check the progress of pupils. However, their written records of teaching show that on occasions their view of teaching is too

generous. This is because they do not always focus on the impact of teaching on pupils' learning. During this monitoring inspection, the acting headteacher and acting deputy headteacher accurately identified strengths and weaknesses in teaching.

Leaders at other levels are inexperienced. They do not ensure that all the teachers they work with help pupils to make good or better progress. The teachers with responsibilities for subjects, year groups or specific groups of pupils check the work of other staff. They follow up these checks by agreeing with teachers the actions that will be taken to help raise pupils' achievement. However, these actions are often vague and do not identify how teachers will better meet the learning needs of different groups of pupils.

The leader for mathematics is new to her role. She is developing her understanding of strengths and weaknesses in this subject. This leader is providing teachers with helpful advice in relation to planning appropriate mathematical activities.

Some of the parents who spoke with inspectors raised concerns about communication. They also wanted to know when a permanent headteacher would be appointed. Inspectors discussed these concerns with senior leaders and governors. The acting headteacher produces a weekly newsletter for parents. This provides useful information about the academy and provides parents with regular updates about staffing. The Chair of the Governing Body is planning to write to parents to give them information about the appointment of a headteacher.

The members of the governing body have responded positively to the external review of governance. They regularly visit and meet with staff so that they can check the work of the academy for themselves. Governors ask searching questions about pupils' achievement and teaching. They have rightly requested that information about pupils' achievement should be presented concisely and clearly. An external review of the use of pupil premium has been arranged.

The governing body is effectively managing the transition from one academy sponsor to another. The Chair of the Governing Body speaks regularly with the new sponsors REAch2 in order to ensure that they are kept up to date with changes within the academy. REAch2 recently carried out a review of teaching and learning and leadership. Their review accurately identifies strengths and also where improvements are required. The headteacher of Stanton Bridge Primary is using the findings from this review to produce a new improvement plan for Moor Green.

External support

Training and support from Birmingham local authority consultants and staff from Stanton Bridge Primary have helped to improve teaching. The headteacher of Stanton Bridge has helped to strengthen the leadership of the academy.

Following the judgement at the first monitoring inspection that the current sponsor's statement of action was not fit for purpose, this was subsequently amended by HTI. The revised statement still does not meet requirements. It does not specify who will check that the actions taken by leaders are making enough of a difference to pupils' achievement and teaching. Neither does the statement make clear how leaders will be helped to develop the skills required to effectively manage the performance of staff.