

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



1 March 2018

Mrs Samantha Cosgrove
Executive headteacher
Nonsuch Primary School
Wood Leasow
Woodgate Valley
Birmingham
West Midlands
B32 3SE

Dear Mrs Cosgrove

Special measures monitoring inspection of Nonsuch Primary School

Following my visit with Nicola Harwood, Her Majesty's Inspector and Jo Evans, Her Majesty's Inspector to your academy on 14–15 February 2018, 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 that have been taken since the academy's previous monitoring inspection.

The inspection was the fourth monitoring inspection since the academy became subject to special measures following the inspection that took place in June 2016. The full list of the areas for improvement that 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:

Leaders and managers are taking effective action towards the removal of special measures.

Having considered all the evidence, I strongly recommend that the academy does not seek to appoint newly qualified teachers.

I am copying this letter to the executive board, the regional schools commissioner and the director of children's services for Birmingham. This letter will be published on the Ofsted website.

Yours sincerely

Ann Pritchard

Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection that took place in June 2016.

- Improve teaching so that all groups of pupils, including disadvantaged pupils, pupils who have special educational needs and/or disabilities and the most able pupils, make consistently good progress by ensuring that teachers:
 - use information about what pupils already know, understand and can do to plan activities which are well matched to pupils' abilities
 - have high expectations of the quantity and quality of work that pupils produce in lessons
 - ask questions that make pupils think deeply and then insist on full and detailed answers
 - give pupils feedback that helps them to know how to improve their work.
- Improve pupils' behaviour by ensuring that:
 - the very poor behaviour of a minority of pupils does not prevent other pupils from learning and feeling safe in school
 - teachers consistently apply the school's behaviour policy and do not tolerate low-level disruption in lessons.
- Improve the effectiveness of leadership and management so that there is a rapid improvement in the quality of teaching and the behaviour and achievement of pupils by ensuring that:
 - all senior leaders have clear roles, responsibilities and accountabilities that are understood by pupils, parents and staff
 - leaders regularly use assessment information to identify pupils who are falling behind and then help them to catch up
 - leaders routinely analyse information about the progress, behaviour and attendance of groups of pupils, in order to identify patterns and tackle weaknesses
 - training for teachers is targeted effectively at issues and individuals where it is most needed
 - the pupil premium grant is spent effectively to rapidly improve the progress of disadvantaged pupils
 - the sport premium grant is spent effectively to sustainably improve pupils' participations in sport
 - the curriculum is interesting and engaging so that it contributes positively to pupils' academic and personal development
 - extra-curricular activities make a good contribution to pupils' spiritual, moral, social and cultural education.

Report on the fourth monitoring inspection on 14 February 2018 to 15 February 2018

Evidence

The inspectors observed pupils' learning in English and mathematics lessons in key stages 1 and 2. Children's learning was also observed in the early years. The head of school and an assistant headteacher accompanied the inspectors for some of the observations. The inspectors looked at pupils' work, including across a range of subjects in addition to English and mathematics, spoke to pupils about their learning and observed behaviour in lessons. The inspectors met formally with a group of pupils and observed pupils' behaviour at breaktimes and lunchtimes.

Meetings were held with the executive headteacher, head of school and other school leaders, including those who are responsible for special educational needs (SEN) provision, English, mathematics, physical education (PE), safeguarding, behaviour and attendance. A further meeting was held with two members of the local governing body and a representative of the academy trustees. Inspectors also met with a group of parents and the school's attendance officer.

The inspectors evaluated a range of documents, including the school's analysis of current pupils' progress, information about SEN, behaviour and attendance. Additional documentation, such as information about how teachers' performance is managed, the school's action plan and self-evaluation, safeguarding information and policies was evaluated.

Context

Since the previous monitoring visit, there have been further changes in the staffing structure. The leadership team is under review, with some changes in the process of being confirmed. Two new teachers have joined the school since the last visit. Pupil numbers have remained stable, although there continues to be a relatively high level of pupil mobility, with pupils leaving and joining different year groups across the school. The trustees are reviewing the structure of the multi-academy trust.

The effectiveness of leadership and management

The executive headteacher is driving school improvement effectively. She accurately evaluates the school's strengths, but pinpoints with great precision where further developments need to be made. The school's self-evaluation is an accurate summary of the school's current performance, and the school development plan is sharply focused on the right areas for improvement. The executive headteacher takes swift action where weaknesses are identified to ensure that the school's improvement journey does not stall. This has resulted in considerable improvements since the last visit.

The executive headteacher has a clear focus on developing the leadership structure to promote more rapid improvements in the school's performance. As a result, some leaders are now well established in their roles, and are contributing to the positive developments being made. This is especially so in English. The English leader has a clear understanding of the quality of teaching and learning and pupils' progress in reading and writing across the school. She uses this knowledge to provide bespoke support and training for individual teachers. The leader then checks carefully that teachers apply the training they receive within their teaching, and takes further action where little impact can be seen. Work in pupils' books and the school's current assessment information show that pupils are beginning to make better progress in reading and writing. However, the leader recognises that there continue to be pockets of weak teaching, and more work needs to be done to ensure that all teaching helps pupils to make good progress.

The leadership of support for SEN is very well established. The leader ensures that all statutory requirements relating to SEN are met. She accurately identifies pupils who have SEN and/or disabilities and makes sure that the right support is sought to help them. She has also quickly established where professional development is needed to improve the quality of support for pupils who have SEN and/or disabilities. Further training is planned for later in the term. The leader tracks the progress of these pupils carefully. She knows where some pupils are not making the progress they should and is in the process of developing further support to help them catch up. However, the training and further support are still at an early stage of development and the impact is yet to be seen.

However, the leadership of mathematics is less well developed. Teachers do not use the school's approach to the teaching of mathematics consistently or well enough to enable pupils to make the progress of which they are capable. This is especially so for the most able pupils and pupils who have SEN and/or disabilities. The leader is yet to develop the skills to monitor the quality of teaching and learning and pupils' outcomes effectively. Weak teaching has not been identified quickly enough, and actions to improve the teaching of mathematics are yet to show any appreciable impact.

Governors' understanding of the school's performance has developed further since the last visit. Governors receive detailed reports from the executive headteacher on all aspects of the school's performance, including pupils' outcomes, the quality of teaching and learning, and safeguarding. This enables governors to challenge leaders and hold them to account more rigorously. Governors check carefully that the school improvement actions undertaken are having a positive impact on raising standards. Governance of the school is now far more effective and is helping the school to improve further.

The executive headteacher analyses pupils' achievements across the school in reading, writing and mathematics in great detail. She checks that teachers'

assessments accurately reflect pupils' attainment these subjects.

This information is then used to track pupils' progress over time. The executive headteacher also uses this analysis to identify and address weaker teaching. The progress of different groups of pupils, such as the most able pupils, pupils who have SEN and/or disabilities and disadvantaged pupils, is tracked carefully. The executive headteacher works with the English and mathematics leaders to ensure that support is in place to help pupils who have fallen behind to catch up. However, leaders recognise that this support is not yet accelerating the progress of these pupils well enough. In addition to this, leaders recognise that some remaining weak teaching does not help pupils to make the progress they should.

The executive headteacher has a sharp focus on the development needs of every member of staff. She has a clear understanding of the areas of strengths of leaders, teachers and support staff, but also where further support and training is needed. She sources bespoke and targeted professional development for all staff. Her tenacity in seeking the right support to improve the quality of leadership and management and teaching and learning is to be admired. The additional support is sought from a variety of external trainers, as well as from the schools within the multi-academy trust. Staff from across the trust work together to share best practice. This is helping to improve the quality of teaching and learning. However, due to some recent changes in staffing, training for new members of staff is yet to show impact. Additionally, some teachers and support staff require further support to help them become more effective in their roles.

An external review of the use of the pupil premium funding has now taken place. The review identified that inconsistencies in the quality of teaching and learning are not helping some disadvantaged pupils catch up with their peers. In response to the review, leaders have a draft action plan in place to address the areas for improvement identified. Leaders now have a better understanding of the difficulties their disadvantaged pupils face. A significant number of disadvantaged pupils also have complex needs. Some of these pupils receive effective additional support outside the classroom. In these small group sessions, disadvantaged pupils make more rapid progress, especially in developing their literacy skills. However, it is too early to see the full impact of these sessions in pupils' overall achievement. Leaders recognise that some weaker teaching within the classes is not helping disadvantaged pupils to make better progress.

Sports premium funding is used to provide a wide range of sporting opportunities both in and outside school. Pupils have opportunities to experience competitive events such as badminton, football, cross country and swimming. As a result, pupils' participation rates in sports have risen. Pupils also learn about healthy eating and are encouraged to develop healthier lifestyles through a range of programmes. Pupils from Year 6 have completed their 'play leader' training and organise a range of activities at breaktimes to help pupils to be more active. This also further develops positive social interactions at playtimes. Year 5 pupils are already being

trained to take over this responsibility in the summer term. Consequently, pupils have a good understanding of how to keep themselves healthy, and in a recent survey 91% of pupils said that they enjoy PE and sport.

The curriculum leader has worked with leaders from within the multi-academy trust to develop a clear overview of the whole primary curriculum, and what needs to be covered in each year group. Consequently, teachers have a better understanding of what needs to be taught across a range of subjects. Pupils have more opportunities to learn about subjects such as history, geography, art and design and technology (DT). The curriculum leader seeks the views of pupils about the topics being taught. For example, pupils say that they particularly enjoy learning about the rainforest, the Great Fire of London and artists such as Monet. The leader has responded to pupils' views about art and DT. A dedicated area for pupils to take part in art and DT activities has been set up. This space gives pupils more room to develop their skills, using appropriate tools and media. For example, pupils explained how much they had enjoyed the opportunity to design and make bags in DT.

However, the leader responsible for the curriculum recognises that development in this area is still at an early stage. Some teachers do not provide pupils with sufficient opportunities to study subjects in enough detail. This means that pupils do not consistently develop their skills in different subjects from one year to the next. Consequently, current monitoring of teaching and learning is more focused on the depth of pupils' learning, as well as the content of what they are learning.

While a wide range of sporting opportunities have been developed for pupils, there are few opportunities for pupils to participate in non-sporting clubs. Pupils say that they would like clubs such as cooking, science and art. The 'eco-warriors' are elected from each class and promote aspects of saving and caring for the environment. For example, the 'eco-warriors' help pupils to understand how to save electricity. Pupils say that their visits to various places of worship have been very enjoyable. However, they would like further opportunities to explore their learning in different subjects on more trips and visits. Some improvements have been made in providing extra-curricular opportunities to support pupils' learning. However, leaders know that a wider range of trips and visits needs to be explored to fully develop pupils' spiritual, moral, social and cultural education.

Quality of teaching, learning and assessment

More teachers now use assessment information effectively to plan activities which are matched to pupils' learning needs. This is especially so in reading and writing. Work in pupils' books shows that pupils' prior learning is beginning to be built upon and developed from one year to the next. Pupils' improved progress and attainment in writing are particularly notable, although they remain below where they should be. Pupils have more opportunities to develop their writing skills in a range of styles and in more sustained pieces of writing. This includes pupils being able to apply their writing skills in a range of different subjects.

For example, pupils in Year 6 wrote biographies of Tim Peake and Neil Armstrong as part of their science topic on space. In Year 4, pupils wrote a journal entry about life as a Roman soldier.

In mathematics, teachers still do not ensure that planning is appropriately matched to pupils' skills and abilities. There remain too many examples of teachers planning some work which is either too difficult or too easy. This inhibits pupils' progress in mathematics, especially for pupils who have SEN and/or disabilities and the most able pupils. For example, in some year groups pupils who show that they understand and can achieve activities with ease have to wait for this learning to be explained to the rest of the class. Conversely, some pupils who do not understand the mathematics concept being taught are expected to complete the same activities as the other pupils. Sometimes this leads to pupils becoming bored and disrupting the learning of others.

In some year groups, the most able pupils are not challenged sufficiently across a range of subjects. There are a number of occasions where pupils complete work which does not take their learning forward. Some teachers do not pay close enough attention to what pupils have shown they are able to achieve, to then plan further challenges for them. While the most able pupils are making progress in all subjects, it is not as rapid as it should be.

Additionally, pupils who have SEN and/or disabilities are not consistently supported well enough to help them make progress in their learning. Some teachers do not understand what the additional needs of these pupils are and, therefore, are unable to plan to meet their needs. Some tasks are far too hard and pupils are not given the right support or resources to help them achieve the activity. Some of the additional support provided for these pupils outside the classroom does help them to make progress in their learning. However, teachers do not receive sufficient information about this extra support to help them plan for the pupils within the classroom. Consequently, some pupils who have SEN and/or disabilities do not make the progress of which they are capable.

In some year groups, teachers now have higher expectations of what pupils can achieve. Where teachers' expectations are high, pupils show a greater degree of pride in their work and try harder to produce work to the best of their ability. Pupils in these classes show more desire to learn, which helps them to make better progress. In some year groups, pupils are making accelerated progress which is helping them to achieve standards in line with where they should be for their age. However, there remain inconsistencies across the school and some pupils continue to underachieve, especially in mathematics.

A number of teachers and teaching assistants have a better understanding of how to use questions to check what pupils know, which helps them to challenge pupils further. These teachers and teaching assistants help pupils to think more deeply

about their learning, encouraging pupils to explain their thoughts and ideas. Pupils demonstrate more confidence in volunteering answers to questions. However, this is not yet consistent across all year groups and in all subjects, especially in mathematics. Where mathematics work is not matched to pupils' learning needs, pupils are reluctant to engage in the learning and, as a result, they do not make enough progress in their learning.

In some year groups, teachers have a better understanding of how to develop pupils' learning by providing feedback which helps them to understand what they need to do to improve their work. In writing, teachers give pupils feedback which helps them to focus on what they do well, but also where they must focus more carefully on skills such as punctuation and grammar to improve their writing skills further. However, there are inconsistencies in the quality of feedback given. In particular, in mathematics a significant amount of feedback does not help pupils to focus on their next steps in learning. In some cases, the feedback does not address basic misconceptions in learning. Indeed, on some occasions incorrect work is marked as correct and vice versa. This does not help pupils to make progress in mathematics.

Personal development, behaviour and welfare

There have been substantial improvements in behaviour across the school, both in lessons and during less structured times of the day, such as lunchtime. Indeed, in a recent pupil survey, 91% of pupils stated that they feel that behaviour has improved. A very large majority of pupils say that they feel safe in school. A new behaviour policy was introduced in January and is well embedded in all year groups. Pupils understand the rewards they can aspire to, such as winning raffle tickets, which gives them a chance to win a prize in a weekly draw. Pupils say that the reward systems encourage good behaviour. Pupils also understand the sanctions that are applied if they do not follow the school's rules. Additionally, leaders provide more detailed information about the behaviour policy for parents. This helps parents to understand what the expectations of behaviour are in school.

The new behaviour policy, and the consistency with which it is applied, has led to a calm environment around the school and in the majority of classes. For example, in the dining hall at lunchtimes, pupils wait patiently for their lunch to be served, eat sensibly showing good manners, and clear up after themselves independently. They know and follow the routines well. In lessons, there is a much more purposeful learning environment. The majority of pupils show respect towards one another, listening to others' thoughts and opinions without interrupting. Pupils' attitudes to learning are far more positive, especially where there is strong teaching. It is now only very occasionally that learning in lessons is disrupted by inappropriate behaviour. This is usually when pupils are not challenged or supported sufficiently, which leads them to becoming bored.

Where needed, pupils receive effective support to help them develop skills to

manage their own behaviour. Leaders monitor and review behaviour plans to check that the support is improving the behaviour. As a result of more effective behaviour management and bespoke support for some individuals, exclusions and serious incidents of inappropriate behaviour have reduced significantly.

Leaders continually seek ways to further improve behaviour management. For example, an external review of behaviour across the school was commissioned, which recommended a series of actions to support behaviour management. Leaders have addressed these recommendations swiftly. As a result, behaviour across the school continues to improve.

Leaders, including an attendance officer, analyse attendance information regularly. Robust procedures are in place to track pupils' attendance. For example, weekly monitoring of attendance patterns identifies any pupil whose attendance drops below 95%. Leaders then work closely with families to support pupils to attend school more regularly. Where attendance continues to be an issue, further action, such as the involvement of external agencies, is undertaken. Leaders do not shy away from tackling poor attendance. Overall, attendance has shown a slight increase, although it remains below the national average. However, leaders recognise that there is further work to be done to ensure that some pupils do not miss school without good reason.

Outcomes for pupils

The executive headteacher checks that current assessment information accurately reflects pupils' attainment in reading, writing and mathematics. Due to some unreliability of previous assessments, leaders use a range of information to check that pupils are making the progress they should. Leaders track the progress of different groups of pupils, including disadvantaged and the most able pupils, pupils who have SEN and/or disabilities, girls, and boys. They use this information to identify pupils who have not made the progress they should, and take action where this is the case.

Current assessment information shows that pupils are beginning to make better progress in reading, writing and mathematics. However, this is not consistent across the school, especially in mathematics. Leaders also recognise that the progress of disadvantaged pupils and pupils who have SEN and/or disabilities needs to accelerate. The most able pupils make the strongest progress in the school, with some making accelerated progress. However, this is again variable and where weak teaching persists, progress is not as strong as it should be. A review of pupils' work in their books supports leaders' views of the current progress and attainment across the school.

The relatively high level of pupil mobility has an impact on the overall attainment and progress in reading, writing and mathematics. Leaders recognise that more focus must be put on identifying the starting points of pupils new to the school so

the right support can be put in place quickly to help them make rapid progress in their learning.

External support

The executive headteacher targets training and support very carefully at staff's specific development needs. This support comes from a variety of sources, including from within the multi-academy trust. For example, a specialist leader in education and national training programmes are currently being used to develop the teaching of mathematics and leadership skills. Some training has already contributed to improvements in the school. For example, there is a more coherent approach to the delivery of the curriculum. However, some training and support is still relatively new or is yet to be undertaken. Therefore, the impact of this is yet to be seen.

While the executive headteacher utilises a range of external support, the current improvements being made within the school are not wholly reliant on it. The development of some leaders' skills means that the school is now more self-sufficient when driving school improvement.

Priority for further improvement:

- further develop the quality of teaching and learning in mathematics, especially teachers' understanding of how to plan to meet the needs of pupils who have SEN and/or disabilities and the most able pupils.