

Inspection of Bordesley Village Primary School

Emmeline Street, Bordesley Village, Birmingham, West Midlands B9 4NG

Inspection dates: 23 and 24 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils enjoy attending school. They feel safe and are looked after well. Pupils and adults treat each other with respect. This makes the school a happy place to learn.

Senior leaders have created a culture that reflects their high expectations. This culture is helping many pupils to thrive in lessons and beyond the classroom. As a result, pupils know and remember more as they progress through school.

Pupils behave well in lessons and around school. They say that incidents of bullying are rare. If bullying does happen, pupils trust staff to deal with it quickly and fairly.

Parents and carers recognise the work that staff do to ensure that pupils receive a good quality of education. Parents speak with admiration about the work staff have done, and continue to do, during the pandemic. Staff put in great effort to provide activities that enrich the curriculum. Many pupils enjoy taking part in these activities. For example, some have recently started to learn to play the piano.

The school develops pupils' understanding of fundamental British values through the curriculum and assemblies. In addition, teachers arrange educational visits to promote these values. For example, some pupils have had an opportunity to visit the Houses of Parliament. This helped them gain a better understanding of democracy.

What does the school do well and what does it need to do better?

The school's curriculum is well designed. It is carefully sequenced, allowing pupils to learn and remember more as they progress through school. The curriculum builds on what pupils have learned before. Most lessons follow the order of learning set out in curriculum plans. However, sometimes lessons do not follow a logical order. This can hinder learning and leave gaps in pupils' knowledge.

Teachers set tasks that encourage pupils to think hard. Pupils respond positively to these tasks and engage well in lessons. Teachers make regular checks on what pupils know and remember. This helps them to identify any pupils who need additional support.

Younger children get off to a good start in their education when they join the Nursery or Reception classes. They learn to read effectively as soon as they start school. They have daily phonics lessons when they begin to learn the sounds that letters represent. Children are then taught to use this knowledge to read words and sentences. Staff identify any children who are falling behind and quickly provide extra support. This support helps children to become more confident readers.

Pupils behave well in lessons. This helps everyone to focus on what they need to learn. The curriculum supports pupils' personal development. Pupils have opportunities to develop their knowledge and understanding of religious beliefs. Members of local religious communities lead assemblies in school. In addition, the

school gives pupils the knowledge needed to become responsible, respectful and active citizens. For example, some pupils have roles such as librarian and reading buddy. Pupils also enjoy electing the school council representatives.

Staff identify those pupils with special educational needs and/or disabilities (SEND) well. Staff are supported in this work by the special educational needs and/or disabilities coordinator (SENDCo). This ensures that pupils receive the help that they need. All pupils with SEND receive extra support. This enables them to access the same curriculum as all other pupils. Staff have high expectations of all pupils, including those who are disadvantaged. The school's website provides useful information for parents. Parents appreciate the support that the school provides for them. Leaders and staff work well with external agencies to help families that need extra support.

School leaders have high expectations. They lead by example and model these expectations effectively. However, sometimes leaders are not rigorous enough in making checks on how well the curriculum is delivered. Support from the multi-academy trust is helping the school's improvement work. Senior leaders also provide support to other schools. Governance is effective. Trustees, local governors and senior leaders know the school well. They provide clear strategic direction. They have an accurate view of the school and have an appropriate action plan in place to help the school to improve further. This includes work to promote the well-being of staff. Staff speak positively about the emphasis leaders place on reducing workload.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant and aware of what to do if they have any concerns about pupils' welfare. The designated safeguarding lead makes sure that vulnerable pupils receive the support they need. The school works closely with a range of external agencies to provide this support.

Leaders make the correct checks before allowing staff to begin working at the school. These checks are recorded and up to date. Safeguarding training for governors and staff is comprehensive and current. Trustees and governors regularly check that the school's safeguarding processes comply with requirements. Pupils learn how to keep themselves safe as part of the well-planned curriculum.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not always monitor teaching closely enough. This leads to inconsistencies in the way some subjects are taught, such as lessons not following the planned logical order. When this happens, pupils are unable to build

on previous learning as well as they should. Leaders should ensure that effective systems are in place to monitor the implementation of the curriculum.

How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144337
Local authority	Birmingham
Inspection number	10201070
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	Board of trustees
Chair of trust	John Orchard
Headteacher	Rubina Darr
Website	https://bvcs.eschools.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Bordesley Village Primary School opened as an academy on 1 July 2017.
- The school is now part of the Cromwell Learning Community Academy Trust.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the executive headteacher, senior leaders from the school and the school's improvement partner. They met with the trust-wide SENDCo and curriculum subject leaders. Inspectors also met with teachers from all year groups. The lead inspector met with the chair and vice-chair of the board of trustees, as well as the chair of the local governing group.

- Inspectors carried out deep dives in reading, mathematics, English, religious education and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors listened to pupils reading.
- Inspectors reviewed the school's safeguarding policies, procedures and records. They spoke with the head of school, who is also one of the designated safeguarding leads. Inspectors also spoke to staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.

Inspection team

Declan McCauley, lead inspector	Ofsted Inspector
Karen O'Keefe	Ofsted Inspector
John Bates	Ofsted Inspector

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