

Inspection of Bordesley Green Primary School

Marchmont Road, Birmingham, West Midlands B9 5XX

Inspection dates: 21 and 22 March 2023

Overall effectiveness Good

The quality of education Good

Behaviour and attitudes Good

Personal development Good

Leadership and management Good

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud to attend this happy and welcoming school. They say, 'It doesn't matter how different we are - we are all friends here'. Pupils feel safe and well cared for. They know there is always an adult they can talk to if they have any worries or concerns.

The school's community is diverse. Leaders have worked hard to make sure that this rich cultural mix is reflected in the school's curriculum. Leaders and governors are ambitious for all pupils. They aim to create a community that values all and treats everyone equally. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well in many subjects.

Pupils behave well. They are polite and respectful of one another and adults. If bullying happens, staff deal with it effectively.

Pupils develop their wider interests and talents through after-school and lunchtime clubs, such as crochet. They take on a variety of roles to help with the running of the school, for example, by becoming a prefect or librarian. This helps them to develop confidence and leadership skills.

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

Leaders have thought carefully about what they want pupils to learn. They have designed a broad and ambitious curriculum, including in the early years, for all pupils, including those with SEND. They have considered the essential knowledge that pupils should learn and when they should learn it. In the early years, this learning is carefully broken down into small steps. However, in some subjects, teachers do not deliver the curriculum as consistently as leaders would like. Most teachers design activities that help pupils to build on what they already know and can do. However, in some cases, teachers do not plan activities carefully enough. For example, some tasks do not help pupils to recall and build upon prior learning. This limits how well pupils can remember some important subject content in the long term.

Teachers have good knowledge of the subjects they teach. This is due to the training and support that leaders have put in place. Teachers use questioning skilfully to explore pupils' understanding and deepen their learning. This also helps staff to check that pupils have understood new learning.

Leaders have prioritised the teaching of phonics. All staff have received training in how to teach the school's new phonics programme. As a result, phonics is taught well and with consistency. Pupils enjoy their phonics lessons. Staff provide them with plenty of practise in reading and writing the sounds they have learned. They make sure that reading books are well matched to the phonics sounds that they know.

Adults support pupils who struggle with early reading. They give them support to help them to catch up.

Across the school, pupils try their best in lessons. They listen carefully to adults and to each other. They do not disrupt the learning of others. Leaders collect information about attendance. They use what they find out to make changes to school policy. As a result, attendance is improving. However, there are still too many pupils who do not come to school regularly. This means that they miss learning, which hinders their progress.

The wider curriculum provides pupils with many opportunities to support their personal development. Leaders plan trips and visits carefully. These include visits to local museums and the theatre. A wide range of after-school clubs, such as football, construction and crafts are available. Pupils are very proud of the school's achievements, including the sporting trophies, and success in photography and art competitions. Pupils speak highly of the work of the local police and how they help them. The school has its own pupil-led parliament. Pupils learn about a range of faiths. They develop a mature understanding of the importance of equality and tolerance. Pupils are well prepared for life in modern Britain.

Leaders ensure that they identify pupils with SEND at an early stage. Leaders make every effort to ensure that pupils with SEND can follow the same curriculum as their peers. For example, some pupils with SEND receive extra support from adults, so they can successfully access all areas of learning.

Members of staff are proud to work at the school. Leaders and governors are considerate of staff workload. Governors are actively involved in the life of the school. They fulfil their statutory duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, staff and governors have created a strong culture of safeguarding. Staff members are well trained to support pupils who may be at risk of harm. Procedures to identify and report concerns are understood clearly by staff.

Leaders maintain the single central record well. They make sure appropriate checks are made on staff before their recruitment. Leaders and governors are trained in safer recruitment.

Pupils are well informed about the potential dangers they may encounter, either in the community or online. They learn about important issues such as the danger of knife crime.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that all teachers deliver the curriculum consistently well. Consequently, in some subjects, pupils do not remember the most important information over time. Leaders should make sure that all teachers develop and use effective strategies and activities to help pupils secure important knowledge in their long-term memories.
- Some pupils do not attend school often enough. This means that they miss learning and are not making as much progress as they could. Leaders should continue to work with families to support pupils to attend school regularly.

How can I feed back 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.

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

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| Unique reference number | 103172 |
| Local authority | Birmingham |
| Inspection number | 10242123 |
| Type of school | Primary |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 681 |
| Appropriate authority | The governing body |
| Chair of governing body | Zaid Ahmed |
| Headteacher | Karl Holmes |
| Website | www.bordsgrn.bham.sch.uk |
| Date of previous inspection | 6 July 2017, under section 8 of the Education Act 2005 |

Information about this school

- There have been changes to the school's leadership and staffing since the time of the previous inspection. The current headteacher took up his post in September 2019. There has been a restructuring of the governing body.
- The school has a nursery, which admits three-year-olds.
- The school has a breakfast club on the premises.
- The school does not use any alternative provision.

Information about this inspection

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

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

- The inspectors carried out deep dives in these subjects: early reading, mathematics, English, art and design, history and religious education. For each deep dive, they met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. They observed pupils reading to a familiar adult.
- The inspectors spoke with pupils about school life, learning and behaviour.
- The inspectors held meetings with a range of staff, including the headteacher, deputy headteacher and the school's special educational needs coordinator.
- The inspectors spoke with members of the governing body. They also spoke with a representative of the local authority.
- The inspectors considered responses to Ofsted's parent questionnaire, Parent View. They spoke with parents and carers at the start of the school day. They considered the responses to Ofsted's online questionnaires for staff and pupils.
- The inspectors reviewed a range of documentation about safeguarding. They spoke with staff about how they keep pupils safe. They reviewed the school's record of checks undertaken on adults in school.
- The inspectors spoke with a range of staff to discuss how they are supported by leaders.

Inspection team

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| Karen O'Keefe, lead inspector | Ofsted Inspector |
| Benjamin Taylor | Ofsted Inspector |
| Clair McNeill | Ofsted Inspector |
| Corinne Biddell | His Majesty's Inspector |

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