

Inspection of Bournville Village Primary

Linden Road, Bournville, Birmingham, West Midlands B30 1JY

Inspection dates: 5 and 6 December 2023

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	Outstanding

What is it like to attend this school?

Pupils are happy at Bournville Village Primary School. They are proud of the school and its rich heritage. The school works hard to ensure that pupils attend regularly. Most pupils do. The school sets high expectations of pupils' behaviour. Pupils know what is expected of them. They behave well in lessons and at social times. Any pupil in need of additional support to behave is well supported.

The school sets high academic expectations for all pupils. Pupils achieve well in school, with the exception of writing. A vast range of clubs such as fencing, music, orchestra, choir, French, gymnastics, chess and a comic club help pupils to develop their talents and interests. The choir and orchestra enjoy performing in school and at local events. Pupils enjoy taking on responsibilities in school. Older pupils develop teamwork and independence skills during an outdoor residential experience. All of these opportunities help pupils to develop their confidence and expertise.

The vast majority of parents and carers are very positive about the school. One parent's comment captured the thoughts of many parents when they said: 'The school has the warmest atmosphere. We actually feel that they not only educate our children but love them too.'

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

Children in the early years settle extremely well to school life. Daily routines are well established and children know what is expected of them. Staff work closely with parents and carefully plan to meet the learning and development needs of all children. They make sure that learning builds on what children know, understand and can do. Adults support children to take turns, share and work together. All children get off to a great start and are very well prepared for the next stage of their learning.

The school has recently refined the curriculum. The curriculum is ambitious for all pupils, with clear endpoints. It is clearly sequenced so that teachers know what to teach. Teachers have the knowledge and skills needed to teach the curriculum. However, pupils have some gaps in their knowledge. This is because the curriculum has not been taught consistently and effectively over time. Furthermore, teachers do not consistently identify or address these gaps. This slows pupils' learning.

Leaders are developing the English curriculum. There is inconsistency in how well some aspects of the English curriculum are implemented. In writing, for instance, pupils are not always clear on what is expected of them and do not always know what to improve or how to improve some aspects of their writing. Consequently, pupils do not achieve what is expected for their age in writing.

Pupils learn to read well in school. Author visits, daily story time and a comic and poetry workshop all help pupils to develop excitement and curiosity about reading. Staff have the knowledge, skills and resources they need to teach reading, including

phonics, effectively. Pupils read regularly in school. Younger pupils practise their phonics skills when reading books that match the sounds they learn. Reading workshops help parents to support their children when reading at home. Pupils that fall behind in their reading are quickly identified. These pupils receive the right support to catch up quickly, which they do. This means that pupils learn to read with confidence, accuracy and fluency.

Pupils with special educational needs and/or disabilities (SEND) are identified swiftly and supported well. They get the help they need to be successful in school. This aspect of the school's work is currently under continuous review and improvement, including developing closer partnership working with parents.

The school offers a wide range of opportunities to promote pupils' personal development. Pupils develop leadership and teamwork skills by undertaking roles such as ambassadors or school council representatives. They think about their future employment, goals and ambitions during 'Jobs January.' By fundraising and taking part in singing and gardening activities, pupils learn to be active citizens. Pupils learn to care for the world through eco-council work and sponsoring a wild animal. In addition, the school ensures that pupils learn about keeping safe and the importance of healthy and safe relationships. Pupils know, for instance, about the qualities of a good friend and how to stay safe online. All of this means that pupils are well prepared for life in modern Britain.

Leaders, including governors, are ambitious for all pupils. They have an accurate understanding of the school's strengths and areas of development. Governors now recognise and understand their role in holding the headteacher to account for the performance of the school, which they do. Staff talk enthusiastically about the significant recent improvements. They are very positive about the support from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Gaps in pupils' learning are not consistently identified and addressed. This means that, on occasion, pupils are moved on to new work before they are ready to do so. This slows their learning. Leaders should ensure that teachers are supported to understand the small steps of learning that build towards the curriculum's end points, and that teachers check and ensure that pupils learn these smaller steps.
- Some aspects of the English curriculum are not as well implemented as others. Teachers do not have the knowledge and skills needed to teach the writing curriculum effectively. This means that expectations of pupils' writing are not high enough and pupils do not achieve what is expected for their age in writing. The

school should support teachers so that they have the knowledge and skills needed to teach the writing curriculum, so that all pupils learn to write with the legibility, fluency and stamina expected for their age.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	103445
Local authority	Birmingham
Inspection number	10290526
Type of school	Primary
School category	Voluntary aided
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	654
Appropriate authority	Local authority
Chair of governing body	Anne Cull
Headteacher	Amy Cooper
Website	www.bournvillevillageprimary.org.uk
Dates of previous inspection	6 and 7 June 2013

Information about this school

- Bournville Village Junior School amalgamated with Bournville Village Infant School in 2019 to form Bournville Village Primary School.
- The current headteacher took up post in January 2023.
- The school does not use alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school 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, science, design technology and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of

sessions, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at samples of pupils' work and held discussions with leaders about the art and computing curriculum.

- The inspectors observed children reading to a familiar adult and reviewed reading resources.
- The inspectors reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed children's behaviour in lessons and at other times during the day.
- The inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher, phase leaders, the special educational needs coordinator, the designated safeguarding leader, curriculum leaders and governors, and had a telephone conversation with a representative from the local authority.
- The inspectors took account of responses to Ofsted Parent View, pupil surveys and staff surveys.

Inspection team

Lorraine Lord, lead inspector	Ofsted Inspector
Anne Potter	Ofsted Inspector
Chris Ogden	Ofsted Inspector
Susan Lowry	Ofsted Inspector

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