



# Bordesley Village Primary School and Children Centre

Inspection Report

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**Unique Reference Number** 103153  
**Local Authority** Birmingham  
**Inspection number** 286575  
**Inspection dates** 7–8 November 2006  
**Reporting inspector** Alwyne Jolly

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary	<b>School address</b>	St Andrew's Road
<b>School category</b>	Community		Bordesley Village
<b>Age range of pupils</b>	3–11		Birmingham B9 4NG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0121 7721392
<b>Number on roll (school)</b>	435	<b>Fax number</b>	0121 7712812
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Peter Wariner
		<b>Headteacher</b>	Alan Bamber
<b>Date of previous school inspection</b>	21 May 2001		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is in an area that has a high level of economic deprivation. Almost half of the pupils are known to be eligible for free school meals. A very high proportion are from minority ethnic groups and over one half do not have English as their first language. Many are at an early stage of English language acquisition. The most common languages spoken are Urdu, Somali and Bengali. A considerable number of pupils join or leave the school other than at the usual times. Children's attainment when joining the Nursery is below the level expected for their age.

The school has recently changed its name to reflect the extension of its' educational provision for younger children and plans to provide specialist services for parents in the future.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory education for a diverse range of pupils. It ensures that all groups, whatever their ethnicity, first language, or ability level, achieve satisfactorily. Pupils in the Nursery and Reception classes make satisfactory progress and benefit from a stimulating learning environment. Nevertheless many pupils have below average literacy and numeracy skills on entry to Year 1. Although standards in Years 2 and 6 are also below average, they are improving in Year 6. The main reasons for rising standards in Year 6 are that the school has developed its use of information and communication technology (ICT) to support pupils' learning and the way in which homework is used. However writing is the weakest aspect of attainment for pupils of all ages.

Pupils' progress is satisfactory because the quality of teaching and learning is satisfactory. The majority of pupils benefit from structured programmes to develop literacy and numeracy. Even so, teaching does not always have the pace and challenge to ensure all pupils, but particularly the more able, make good enough progress. This is most evident for the few most capable pupils in Years 1 and 2. Teachers mark work thoroughly but miss opportunities to promote better progress by not giving sufficient advice to pupils on how to improve. Care, guidance and support are satisfactory overall. Because of the effective systems for the care of pupils they make good progress in their personal development. They enjoy school and want to do well. They have a good understanding of the importance of a healthy lifestyle and how to stay safe, are well behaved and have good attitudes to work. Attendance is still below average and the punctuality of a significant minority is not good enough. However the school has robust procedures to address these issues and the long-term trend is upwards.

Those who have learning difficulties and disabilities and the many who do not have English as their first language receive particularly good personal support. However support and guidance for learning are satisfactory rather than good because pupils are not clear about what their targets are. Pupils' personal development is further supported through the strong emphasis within the satisfactory curriculum on developing pupils' basic skills, preparing them appropriately for their future lives.

Leadership and management are satisfactory. The school has an accurate view of itself and recognises where it needs to make improvements. It is rightly giving a greater emphasis to monitoring provision and improving standards than was the case at the last inspection.

### What the school should do to improve further

- Give greater emphasis to planning tasks that will improve writing skills and raise standards throughout the school.
- Ensure that teaching has greater pace and is more challenging in Years 1 and 2 so that the most capable pupils do better.
- Make sure that teachers' marking provides pupils with clear advice on how to improve and sets them targets for the future.

- Work closely with parents to improve pupils' attendance and punctuality.

## **Achievement and standards**

### **Grade: 3**

Although standards remain below average at the end of Year 6, pupils make satisfactory progress overall and as a result their achievement is satisfactory. Children enter the Nursery with standards below the level expected and make satisfactory progress by the end of the Reception Year. They are on course to reach the expected level in creative development and in their knowledge and understanding of the world. By Year 1 their overall attainment is still below the expected level in the key areas of literacy and numeracy.

Standards are still below average at the end of Year 2 with writing being the weakest area. The Year 6 results have been improving and, in 2006, the percentage of pupils attaining the expected level in science rose significantly because of the effective provision in this subject. Standards in mathematics are also creeping up. Standards in writing are improving but they still lag behind those for reading because writing receives less emphasis. Few pupils attain above the level expected for their age in Year 2. The few most capable pupils in each year group make better progress in Years 3 to 6 than in Years 1 and 2.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils are happy at school, have good attitudes, are sensitive to others, behave well and make a positive contribution to their school community. One pupil said, 'We try to do our best to make our school a better place.' Pupils feel safe in school and are confident that the school will deal effectively with any incidents of bullying or racism.

Although pupils enjoy school and attendance is better than three years ago, the attendance level is still below average. Whilst most pupils have good levels of attendance, a small number do not. Punctuality is not as good as it should be and is adversely affected by significant numbers travelling considerable distances on particularly busy inner city routes. Pupils have a good understanding of healthy lifestyles and make good choices about what to eat at lunchtime. The School Council is hoping to open a tuck shop specifically selling healthy food. Pupils' satisfactory progress in the development of basic skills and their good relationships and attitudes mean that they steadily gain skills necessary for their future lives.

## Quality of provision

### Teaching and learning

#### Grade: 3

In the Nursery and Reception classes, teachers' satisfactory planning ensures that well organised activities support all areas of learning. Children benefit from a purposeful, calm atmosphere to make steady progress.

Throughout the school, teaching assistants are well deployed to support pupils who have a wide range of needs. Particularly good attention is given to the needs of those with English as an additional language. There is also secure support for those with learning difficulties.

Whilst teaching is satisfactory in Years 1 to 6, more demands are made of pupils in Years 3 to 6 than in Years 1 and 2. This is why more pupils reach the higher levels for their age in Year 6 than in Year 2. The use of ICT contributes to lively lessons in Years 3 to 6 that stimulate pupils' interest, and improves their attainment. Homework is now regularly set and followed up in Years 3 to 6. One pupil observed, 'It might be hard but it helps you get better and is often fun.'

There are too few opportunities planned to enable pupils to develop their writing skills throughout the school. Pupils' work is regularly marked. Teachers give useful feedback to pupils on the quality of their work and their progress in acquiring the identified skill or knowledge. However, there is insufficient advice to pupils on how they can improve their work. Information from marking is not used sufficiently to update pupils' individual targets.

### Curriculum and other activities

#### Grade: 3

The curriculum satisfactorily covers all the recommended areas of learning in the Nursery and Reception and the required subjects in Years 1 to 6. Provision for ICT has improved since the last inspection and is now satisfactory. Some good features are developing in the Nursery and Reception Year along with developing links with the evolving Children's Centre. The school recognises it has given less prominence to developing pupils' writing than their reading and needs to redress the balance. Although all subjects are taught, some subjects lack real depth because of the strong emphasis on literacy and numeracy. To rectify this, the school has started to introduce a more creative curriculum in Year 1, which will be continued throughout the school. The developments provide more opportunities for practical and active learning. There are good opportunities for enrichment. Pupils visit local places of interest, for example, and have access to many sporting activities.

## **Care, guidance and support**

### **Grade: 3**

The school takes good action to ensure that pupils feel safe. The approachability of adults helps pupils to feel happy and confident. Pupils with learning and physical difficulties have good support from teachers, class assistants and a wide range of external agencies. This level of support contributes well to their learning.

There are satisfactory procedures for monitoring pupils' academic development. However pupils are not always clear about their learning targets and these are not updated as frequently as they should be.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. They are successful in sustaining a harmonious community of pupils from a diverse range of backgrounds, and ensuring that pupils' achievement is satisfactory.

There is a very clear sense of direction focused on raising standards in literacy and numeracy. The effectiveness of the school's systems to develop these key skills has been recognised by the award of the Basic Skills Quality Mark. The school views its effectiveness accurately and knows what it needs to do to improve. The new staffing structure has ensured that there are improved systems for ensuring particular groups of pupils make better progress. However although there is a good understanding of what happens within each year group there is not yet enough of a focus on whole-school findings. As a result, the pace of improvement is satisfactory rather than good.

The governors effectively hold the school to account and provide an effective level of support. They have a good understanding of the school's strengths and weaknesses. Attendance, punctuality and standards still need improvement but the school has made significant progress in many other areas identified in the last inspection report. Based on its progress since the last inspection and the present quality of provision, the school has a satisfactory capacity to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the way you welcomed us to your school. We really enjoyed our visit and talking with many of you. We were impressed with the care given to you by all staff, and support and guidance to help you improve is satisfactory. You are learning to live healthily and be part of a community where everyone, whatever their background, gets on together and behaves well. You clearly enjoy school and we wish you luck with your healthy tuck shop. We think the leadership and management of your school are satisfactory and that you are receiving a satisfactory education. Teaching is satisfactory and has some good elements, particularly in Years 3 to 6. Because of this you all make satisfactory progress in your learning. We have asked the school to make some improvements in order to help you make the best possible progress.

What we have asked the school to do now:

- To give you more writing tasks to help you improve your standards.
- To give more difficult work to those of you who need it in Years 1 and 2.
- To give you more advice on how you can improve your work.
- To improve your attendance and punctuality.

We hope you continue to listen well to any advice offered and carry on enjoying school.