

# Bordesley Village Primary School and Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	103153
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	336020
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Paul Weston HMI

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	433
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Bamber
<b>Headteacher</b>	Mrs A Clowes
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	Emmeline Street Bordesley Village Birmingham
<b>Telephone number</b>	0121 6751392
<b>Fax number</b>	0121 6753914
<b>Email address</b>	aclowes@bvcs.bham.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 16 lessons and held meetings with the chair of governors, staff, groups of pupils and parents. They also took account of views expressed through pupil and staff surveys. They observed the school's work, and looked at a range of documentation including the school's self evaluation, records of pupils' progress, teachers' planning and assessments, information on pupils with special educational needs and/or disabilities, safeguarding documentation and 34 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of actions taken to raise standards in reading, writing and mathematics
- how effectively the quality of teaching is promoting improved pupil achievement
- the quality of assessment and the use of information on pupils' progress to plan lessons that match the specific needs of all pupils
- the impact of the school's efforts to improve attendance
- the effectiveness of leaders and managers at all levels in securing school improvement and whether they have the capacity for further improvement.

## Information about the school

This is a large multi-racial primary school close to the city centre of Birmingham. Almost all pupils are from minority ethnic backgrounds. The largest groups of pupils are from Pakistani and Black African backgrounds. In addition, there are significant numbers of pupils of Bangladeshi heritage and small numbers from several other ethnic groups. A very high proportion of pupils attend whose first language is not English. Almost two-thirds are in the early stages of learning English. A high number of pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally although there are fewer with a statement of special educational needs. The main needs relate to moderate learning difficulties. Significantly more pupils join or leave the school at times other than the usual starting or leaving points. A children's centre is attached to the school but currently no children attend. The school has Extended Schools Emergent Status, Healthy Schools and International School awards and the Basic Skills Quality Mark.

Since January 2009, the school has been led and managed by an acting headteacher and acting deputy headteacher. The acting head teacher was appointed to the post of substantive headteacher in October 2009. A significant number of other staffing changes have affected the school during this period.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising pupils' achievement and standards, improving teaching and learning, and increasing pupils' rates of attendance.

The school has a number of significant strengths. Pupils accept responsibilities willingly and take their roles seriously. They are very involved in contributing to the life of the school. For instance, issues raised at school council meetings have led to changes in school meals, the timing of lunch and the purchase of more equipment for break times. This has led to improved pupil behaviour at lunchtime. Staff care a great deal about pupils, consequently most feel safe and know they can turn to an adult for help if they have a problem. Pupils understand the benefits of how to live healthily and are keen to take part in regular exercise. The school has positive relationships with parents and this contributes well to the welcoming atmosphere that is evident in the school. As one parent said, 'the school staff are friendly and helpful.' The school has robust procedures for improving attendance. However, it does not always receive full cooperation with this from a few parents and attendance is well below average.

The school's leaders and managers are committed to improving the school. Over the past twelve months, momentum has increased in addressing a number of weaknesses. They are moving the school in the right direction based on a clear understanding of what needs to be done. A range of intervention strategies has been introduced. These strategies are beginning to close the gap with the standards expected. For example, inroads have been made in raising standards in mathematics with support from the local authority. Effective work is being carried out by the teaching and learning managers and special needs coordinator and regular checks are taking place on the quality of teaching. Challenging targets have been set to improve pupils' progress in English and mathematics further by the summer of 2010. Together, these are all indications that the school has the capacity to make further improvements.

Most children enter the Early Years Foundation Stage with skills and experiences that are well below the expected levels. Although children make a sound start, standards remain below those expected for their age by the time they enter Year 1. From Years 1 to 6 standards are well below average in all subjects. Pupils' achievement is inadequate because a significant number of pupils have not reached the levels they should have in English, mathematics and science. The legacy of underachievement brought about by frequent staffing changes and too much poor teaching in the past means there are

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many gaps in pupils' skills and knowledge. In addition, high proportions of pupils join or leave the school and this interrupts the continuity of their learning and slows progress. Teaching is not yet consistently good enough to make up for the backlog of underachievement. Efforts by senior leaders to improve teaching have not had sufficient time to fully eliminate pockets of inadequate teaching. Consequently, pupils are not catching up sufficiently quickly. Teachers' expectations are not consistently high enough and work is not always well matched to pupils' needs. As a result, they do not provide challenging activities for pupils, especially those who are more able. Opportunities are not always provided for pupils to apply their literacy and numeracy skills in other areas of the curriculum. Lesson planning and the monitoring and evaluation of teaching are not yet focusing adequately on what pupils should be learning and how much progress they should be making.

**What does the school need to do to improve further?**

- Raise achievement in pupils' basic skills by
  - improving the quality of teaching and learning so that it is good or better
  - ensuring that teachers use pupil progress information to plan the next steps for learning in order to meet the learning needs of all pupils
  - extending opportunities for pupils to develop their literacy and numeracy skills across all subjects
  - providing consistent guidance to pupils on how they might improve their work further
  - strengthening the focus on pupils' progress when monitoring the quality of teaching.
- Improve pupils' rates of attendance and punctuality further by continuing to work with all those responsible for ensuring they attend school more regularly.

**Outcomes for individuals and groups of pupils****4**

Over the past three years, standards in all subjects have been either below or well below average at the end of both Key Stages 1 and 2. Too few pupils achieve at the higher levels. Girls' attainment in mathematics throughout the school has been exceptionally low for the past two years and their progress inadequate. Although there are signs of improvement because of the recent focus on this subject, their Pupils make uneven progress as they move through the school because there is great variability in teaching from class to class. For example, pupils are making accelerated progress in Year 2 but too many are making little or no progress in Years 1 and 3. Continuing weaknesses in mathematics remain evident. For example, a Year 6 lesson could not progress rapidly because pupils' understanding of place value was insecure. Similarly, pupils' lack of knowledge of prime numbers hampered their progress in Year 3. Too many pupils lack confidence in writing, where difficulties with vocabulary, spelling

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and letter formation inhibit their fluency. Sometimes the choice of text selected for study impedes their progress because it contains too many unfamiliar words or phrases. For instance, many pupils were unclear about what 'clogs' or 'windcheaters' were in their study of 'The Long Walk'. Where work is practical and engaging such as in the Year 6 science lesson on filtration, pupils enjoy their learning and achieve well. Those with special educational needs and/or disabilities and those at the early stages of learning English make satisfactory progress due to closer tracking, swift intervention and suitable support provided by adults. The ability of pupils to use literacy and mathematical skills, which contributes to their future economic well-being, is inadequate.

Spiritual, moral, social and cultural development are satisfactory and pupils show consideration for the needs of others. Although pupils behave appropriately in lessons, they do not always actively engage in their learning. Attendance is below average, although the school can point to some hard-won success in particular cases of persistent absenteeism following careful monitoring programmes that have been put in place.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Although there is some good teaching, too much is just satisfactory or inadequate. As a result, significant numbers of pupils make slow or uneven progress through the school. Where lessons are carefully planned and work is well directed and managed, pupils are able to make clear gains in their learning. For instance, in a Year 4 Spanish

- lesson, pupils enjoyed exploring and learning words to describe the contents of a pencil case. Teaching methods do not always engage all pupils and sometimes they spend too much time listening passively to the teacher. This reduces the time pupils have to practise and use their skills, particularly in writing and mathematics. Questioning skills are not used well to check how pupils are doing in their lessons. Pupils with special educational needs and/or disabilities and those in the early stages of learning English receive suitable support from teachers and teaching assistants. This enables them to make satisfactory progress.

Evidence from pupils' work shows that in some classes, pupils are actively involved in assessing their own work and progress. Satisfactory marking helps them to know what they need to do to improve it. However, this is not consistent enough across the school and teachers know that they could make more effective use of the information gained over time, to ensure that pupils make better progress. In some classes, teachers do not sufficiently emphasise the importance of presentation and quality of pupils' work.

The curriculum is adequately matched to the needs and interests of the pupils. While theme days are used and clearly enjoyed by pupils, these are infrequent. Opportunities are missed for developing writing skills in other subjects because some teachers rely too much on worksheets for recording. A suitable range of enrichment opportunities is provided, which support the curriculum. The positive ethos of the school provides good support for all pupils. Vulnerable pupils are cared for well and the school's work with external agencies and partners ensures that their needs are carefully met. The development of the children's centre is providing family support that brings a range of services closer to the school. Relationships between adults and pupils are good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher, supported by the acting deputy headteacher, is showing strong determination to remedy identified weaknesses and make the necessary improvements. They have led the school through a particularly turbulent and challenging period with great fortitude. Despite a number of positive steps being taken, there has been

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insufficient time to redress the legacy of past underachievement. Strategies have been put into place, which have resulted in some improvements in teaching and learning and increased rates of pupils' progress. However, leaders know that minor pockets of inadequate teaching and progress remain which need to be eradicated. This is exacerbated by difficulties in recruiting staff.

School leaders now have a secure understanding of the school's strengths and its areas for development. Systems to keep a regular check on the quality of teaching and pupils' work have been implemented. An effective system for monitoring pupils' progress each term now enables staff to see if any pupils are underachieving, and there are better procedures for providing support for these pupils. However, there is inconsistency in how well this information is used. Teaching and learning managers are increasing their understanding of their roles and responsibilities. The special needs coordinator is providing good support for improvement. Many members of the governing body have recently been appointed and are new to the role. Committees have been established and some have received training. However, because of their relative newness, they have yet to establish their role in holding school leaders to account for the progress that pupils make.

A number of opportunities are provided for pupils to extend their learning through partnerships, such as with Birmingham City Football Club. The school works hard to promote equality. Inclusion is at the heart of the work of the school, ensuring that pupils are well cared for. All the appropriate policies and procedures are in place but the school does not have sufficiently detailed information regarding how well specific groups of pupils perform. The school demonstrates that all necessary procedures to safeguard pupils on the school site are securely in place. Community cohesion and pupils' understanding of cultural diversity are satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>
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## Early Years Foundation Stage

When children start school, their skills and knowledge are mainly well below those expected for their age. Their literacy and mathematical skills are particularly weak. As a consequence of the supportive work of staff during the initial few weeks, children settle quickly, become more confident in their surroundings and demonstrate interest and enjoyment of the activities provided. Many children are able to work independently and show sustained levels of concentration. However, whilst some children are confident, the majority are quiet and reluctant to speak.

Relationships with adults are good and, during the inspection, it was evident that children related well to each other. Observations and assessments of children's learning are being used effectively to plan appropriate learning opportunities. However, not all adults routinely make observations or model high quality language development. Insufficient opportunities are taken to promote speaking and listening, particularly through song and rhymes. Most children make satisfactory progress.

Leadership and management are satisfactory. Areas for development have been accurately identified and practice is now developing to improve provision. The nursery provision in particular, is well organised, stimulating and provides interesting and exciting opportunities for learning. The Reception class teachers are developing their learning environment and improving learning opportunities but they do not yet match the quality found in the nursery. As a result of these improvements, children are becoming more active learners and increasingly show enjoyment in the range of activities provided by adults.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers are strongly supportive of the school. They feel that their children enjoy school and are kept safe when they are there. They also feel that they are kept well informed about the progress their children are making. They feel confident in approaching the school if they have a problem because they know they will be listened to sympathetically.

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A few responses indicated that the school did not always deal effectively with incidents of unacceptable behaviour. Inspectors did not observe anything to support this view during their time at the school during lessons and break times. However, some children reported that there was some unacceptable behaviour at lunch time but this had been reduced following the purchase of more play equipment and the staggering of the lunch time break.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bordesley Village Primary School and Children's Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 433 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	56	14	39	2	6	0	0
The school keeps my child safe	20	56	16	44	0	0	0	0
The school informs me about my child's progress	10	28	25	69	1	3	0	0
My child is making enough progress at this school	13	36	21	58	1	3	0	0
The teaching is good at this school	11	31	24	67	0	0	0	0
The school helps me to support my child's learning	10	28	24	67	2	6	0	0
The school helps my child to have a healthy lifestyle	9	25	25	69	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	31	19	53	0	0	0	0
The school meets my child's particular needs	12	33	23	64	1	3	0	0
The school deals effectively with unacceptable behaviour	11	31	23	64	2	6	0	0
The school takes account of my suggestions and concerns	9	25	22	61	2	6	0	0
The school is led and managed effectively	12	33	23	64	0	0	0	0
Overall, I am happy with my child's experience at this school	17	49	17	49	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 January 2010

Dear Pupils

Inspection of Bordesley Village Primary School and Children's Centre, Birmingham, B9 4NG

You may remember that I recently visited your school with three other inspectors. This letter is to tell you what we found out. I would like to thank all of you for making us so welcome and being so polite and helpful. I also want to congratulate you for making it into school during the very snowy weather. We had the chance to talk with many of you and it was really pleasing to hear about how much you enjoy school. You like your teachers and other helpers and you always try to do your best. You also told us that although you feel there are a few instances of bullying, these are dealt with quickly and fairly. You also said that there is always someone to talk to if you have any problems. I would also like to thank your parents for filling in a form that gave us their views about the school.

While there are some positive things, overall the school is not doing a good enough job and we have asked the headteacher, teachers and governors to make some urgent improvements. Another inspector will visit the school during the next year to check how well it is doing. There are times when some of you do not do as well as you can. So, we have asked the school to make sure that teaching always helps you to make good progress, especially in reading, writing and mathematics. We have also asked the teachers to plan work that is just right for you and make sure they all tell you exactly how to improve your work. We want them to provide regular opportunities for you to use your literacy and mathematics skills in other subjects such as history and geography. We have asked the school to regularly check what, and how much, you are learning. Finally, we have asked the school to continue to work with your parents and carers to make sure you all come to school on time every day.

Your headteacher, the staff and the governors want the school to continue to improve. You can all help too by making sure you come to school as often as possible and by working hard all the time.

Thank you once again for being so helpful.

Best wishes for your future.

Yours sincerely

Paul Weston  
Her Majesty's Inspector

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