

Bordesley Green Primary School

Inspection report

Unique Reference Number	103172
Local Authority	Birmingham
Inspection number	336028
Inspection dates	17–18 November 2009
Reporting inspector	Marion Thompson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	682
Appropriate authority	The governing body
Chair	Yvonne Jones
Headteacher	Carole Harris
Date of previous school inspection	1 January 2007
School address	Marchmont Road Birmingham B9 5XX
Telephone number	0121 7721601
Fax number	0121 7535407
Email address	enquiry1@bordsgrn.bham.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by five additional inspectors. The inspectors visited thirty two lessons and held meetings with governors, staff and groups of pupils, and spoke to parents. They observed the school's work, and looked at a range of documentation, including the school development plan, assessment information, safeguarding documentation, curricular planning, samples of pupils' work and audits undertaken by the school. The team analysed the results of the 40 Ofsted questionnaires completed by parents and carers and looked at staff and pupil questionnaires.

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

- the learning and progress of pupils with special educational needs and/or disabilities throughout the school
- the impact of self-evaluation on the rate and pace of school improvement and pupils' progress
- the effect of teaching, assessment and the curriculum on the progress of less able pupils in Key Stage 2.

Information about the school

This is a very large school, which has a large Early Years Foundation Stage for children aged 3-5. The majority of pupils are of Asian or Asian British Pakistani origin, although other ethnic groups are represented. A high percentage of pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is above that usually found. The current headteacher, deputy headteacher and an assistant headteacher were appointed in September 2008. The school has gained the Activemark and Healthy School Award.

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils and is improving rapidly. Pupils of all abilities and backgrounds, including those with special educational needs and/or disabilities make good progress and enjoy their learning. Astute planning based on a thorough and accurate analysis of the work of the school has led to rapid improvements in all aspects of provision, although there is further to go. These changes have been strongly led by the headteacher, supported well by the staff of the school, during a turbulent period of severe staffing difficulties. Attainment, while still below average, is rising rapidly and the gap between school and national standards is narrowing, especially for younger pupils. Personal development and behaviour are satisfactory and improving and some aspects, such as pupils' contribution to the school community, are already good. Attendance has risen and is now average. The school is soundly placed to continue to improve.

Improvements are largely due to:

- challenging teaching and good use of assessment which ensures that pupils make rapid progress
- close monitoring of pupils' progress, and good academic guidance which provides clear advice to pupils on how to improve their work
- a sound and improving curriculum, which engages pupils' interests
- good development of language skills in literacy lessons, which prepares pupils well for writing activities.

Provision in the Early Years Foundation Stage, too, has improved rapidly and is now good, especially in the Nursery. This is due to good leadership and management and effective team planning.

Progress in mathematics is slower in some classes in Key Stage 2 than elsewhere, because there are too few opportunities for pupils to tackle problem solving and to explain their reasoning orally and in writing. In a small minority of lessons work is not sufficiently adapted to provide a good level of challenge for pupils of all abilities. While planning for writing tasks is good in literacy lessons, it is not as consistently effective in other areas of the curriculum.

What does the school need to do to improve further?

- By September 2010:
 - improve progress and learning in mathematical skills in Key Stage 2 by providing more planned opportunities for pupils to solve problems and to

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

explain their reasoning orally and in writing

- ensure lessons are consistently planned to provide a good level of challenge for pupils of all abilities
 - make sure writing tasks across the curriculum are planned as carefully as they are in literacy lessons.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils make good progress from their low starting points on entry to the school. Attainment is below average in Year 6, but is rising rapidly. Younger pupils make particularly good progress, especially in mathematics and writing. In Key Stage 2 progress is more varied. Pupils make fast gains in English and science. Progress in mathematics, however, is slower in some classes and does not enable pupils to make up lost ground due to previous slow progress and low attainment on entry to school. The language skills of pupils at the early stages of learning English develop rapidly. Pupils work eagerly and with enjoyment, especially when work is challenging. Pupils with special educational needs and/or disabilities make good progress throughout the school because their particular needs are identified and met from the earliest stages. Gifted and talented pupils also make good progress, because most lessons present them with a good level of challenge. However, in a small minority of lessons, the progress of pupils of all abilities is slowed because activities are not well matched to their needs. Improvements have not been in place long enough for their full impact on attainment to be felt, so pupils' achievement over time is currently satisfactory.

Pupils develop into sensible young people who are soundly prepared for the next stage of their lives and education. They have a good knowledge of how to live a healthy lifestyle, with many taking part in extra-curricular sports, as shown by the school gaining the Healthy Schools and Activemark Awards. They take their many responsibilities, such as working on the school allotment or being prefects, seriously, and they perform their duties well. Most pupils attend regularly and attendance has risen to broadly average. Behaviour in the classroom is good and supports learning well. Most pupils feel safe, but a minority reported concerns about bullying in the playground, though they say this is improving. They feel it is dealt with well by staff when it occurs. Pupils know right from wrong and collaborate well. They have a good appreciation of their own cultural heritage and show respect for that of others. Despite having a good awareness of a range of religions, however, pupils' spiritual development is limited.

These are the grades for pupils' outcomes

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

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

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

How effective is the provision?

Lessons are characterised by respectful relationships which promote purposeful learning. Clear learning objectives present pupils with a good level of challenge and the pace of learning is brisk. Curriculum enrichment, for example a visit from fire officers with their engine, adds excitement to learning and maintains pupils' interests. In literacy lessons, writing is prepared well, but this is less consistently seen in other areas of the curriculum. Teachers' good subject knowledge supports pupils at the early stages of learning English effectively, and they make good progress. Occasionally opportunities are missed for pupils to solve mathematical problems and to explain their reasoning orally and in writing, especially in Key Stage 2. This limits the progress of a small minority of pupils.

Assessment is used well to identify successful learning and pinpoint areas in need of improvement. Marking provides good guidance to pupils on how to improve their work and, less frequently, to show they have understood. In a minority of less successful lessons, learning objectives and activities are not well enough adapted to meet the needs of all pupils and support their learning well.

Provision for pupils with special educational needs and/or disabilities is good. Recent improvements, such as the introduction of one to one support in mathematics for younger pupils, help them move on rapidly in their learning. Good transition arrangements help pupils, including those who arrive mid-year, to settle happily. For example, Year 3 pupils appreciate the friendly faces of their Year 6 'buddies' on arrival in Key Stage 2. Systems to encourage better attendance during festivals and to encourage punctuality have had a positive, but limited impact. Pupils are clear about procedures to

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

promote good behaviour and it is improving steadily. Provision for vulnerable pupils, in partnership with other agencies, is satisfactory, but documentation lacks some detail. Systems to ensure pupils are safe are satisfactory. Information to parents, such as reports, is regular and helpful.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides a clear sense of direction for the school and has the strong support of staff, governors and parents. Most parents feel staff are accessible and friendly and pay good attention to their concerns. Pupils' progress is carefully analysed and forms a good basis for academic guidance, well prioritised action planning and ambitious but realistic target-setting. A recently introduced system of monitoring and evaluation underpins the rapid improvements in teaching and the curriculum. The governing body provides good support and a satisfactory level of challenge for the school. Their oversight of safeguarding is sound, but the effectiveness of policies is not evaluated in depth. Parents are very supportive of all aspects of the work of the school and engage well with adult learning classes, but not all ensure their children arrive punctually. Pupils' achievement is satisfactory, attainment, progress, attendance and behaviour are improving. The school is soundly placed to continue to improve.

The school successfully provides equal opportunities for learning for all pupils. Links with the local community are well established and productive, for example, during Eid local people are invited into school to talk about their experiences and beliefs. However, global and national links, for example with rural schools, are much weaker.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Nursery and a second intake enters the Reception class with levels of skills that are low, especially in communication. A high proportion of children are at the earliest stages of learning English. All children get off to a flying start, making rapid progress in their personal, physical and creative development. Many reach broadly average standards in these areas by the time they enter Year 1. They learn to listen attentively, share toys and take turns. They begin to take responsibility for tidying up and for registering their attendance. However, despite the good progress they make, skills in communication and calculation remain well below average, especially in linking sounds and letters. The curriculum provides a good balance between child-initiated and teacher-led activities and staff provide sensitive and well targeted support, based on a good knowledge of the children. The strong emphasis on phonics is leading to improved progress in writing. Attention to the welfare of children and their families is good, enabling children to settle quickly and enjoy their experiences. Many parents attend the 'Stay and Play' session first thing in the morning. Children enjoy healthy snacks of fruit and vegetables, pay good attention to staying safe in physical education and behave well towards each other. Staff ensure that the outdoor area is well planned to develop all areas of learning, despite being cramped. However, children do not have direct access to this area, which limits their ability to make choices between activities. There have been recent, significant improvements to all aspects of provision in the Early Years Foundation Stage as a result of skilful leadership and management and an enthusiastic staff team. The learning environment in the Nursery is particularly stimulating and represents children's backgrounds well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

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

The inspection team agrees with the very positive views of the school's work held by the majority of parents. They feel that their children enjoy school and are kept safe. They are happy with their children's experience of school and that the school is led and managed effectively. Inspectors do not agree with the small number of parents who feel that the school does not take account of their suggestions and concerns, that the school does not keep them informed about their children's progress, that their child is not making enough progress at the school and that the school helps their child to have a healthy lifestyle.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bordesley Green Primary School 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 682 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	53	18	45	0	0	1	3
The school keeps my child safe	19	48	20	50	1	3	0	0
The school informs me about my child's progress	16	40	17	43	7	18	0	0
My child is making enough progress at this school	18	45	15	38	7	18	0	0
The teaching is good at this school	18	45	17	43	4	10	0	0
The school helps me to support my child's learning	13	33	22	55	5	13	0	0
The school helps my child to have a healthy lifestyle	14	35	20	50	3	8	3	8
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)	15	38	17	43	4	10	2	5
The school meets my child's particular needs	14	35	21	53	4	10	1	3
The school deals effectively with unacceptable behaviour	15	38	24	60	1	3	0	0
The school takes account of my suggestions and concerns	12	30	18	45	7	18	1	3
The school is led and managed effectively	18	45	21	53	0	0	1	3
Overall, I am happy with my child's experience at this school	19	48	20	50	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



19 November 2009

Dear Pupils

Inspection of Bordesley Green Primary School, Birmingham, B9 5XX

Thank you for the warm welcome you gave us when we visited your school. Your views and those of your parents and carers helped us in coming to our judgements. Many of you enjoy what the school has to offer, so you will be pleased to know that it provides you with a sound education where your achievement is satisfactory. It is improving rapidly. Children in the Early Years Foundation Stage settle in happily and enjoy learning because of the good care the team of staff provide. They make good progress and achieve well.

Across the school we were impressed with:

- the good progress you make which is raising attainment, especially in English
- your enjoyment of learning, good behaviour in class, the way you take on responsibilities and carry them out well and your good knowledge of how to stay fit and healthy
- the sound care the school takes to ensure you are safe and happy, and the good support for pupils with special educational needs and/or disabilities
- the lively teaching and stimulating curriculum which provide you with a good level of challenge and interesting experiences
- the good leadership of the headteacher who, supported well by the staff, is working hard to make sure things continue to improve as fast as they are now.

In order to improve things even further we have asked the staff, especially in Key Stage 2, to plan activities that improve your communication and mathematical skills more quickly. We have also asked them to make sure all lessons make you think hard.

We hope you will continue to enjoy your learning as much as you do now.

Yours sincerely,

Marion Thompson

(Lead Inspector)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.