

# Bosworth Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	104083
<b>Local Authority</b>	Solihull
<b>Inspection number</b>	286851
<b>Inspection dates</b>	22–23 May 2007
<b>Reporting inspector</b>	Martin Kerly

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 on roll</b>	
School	358
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Wood
<b>Headteacher</b>	David May
<b>Date of previous school inspection</b>	1 March 2002
<b>School address</b>	Auckland Drive Chelmsley Wood Birmingham B36 0DD
<b>Telephone number</b>	0121 7481318
<b>Fax number</b>	0121 7481318

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than average although numbers are declining steadily in line with demographic trends in the area. Pupils come from a range of backgrounds but a significant minority are from families experiencing socio-economic disadvantage. The number of pupils entitled to free school meals is twice the national average. Most pupils are White British. A very small minority are from a range of minority ethnic groups. The proportion of pupils identified as having learning difficulties is similar to the national average. Pupils' attainment on entry is below average and in some aspects well below average. The school's future has been considered as part of a wide review of provision in the area by the local authority and a further review is pending in 2010.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with Section 13 (3) of the Education Act 2005 Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvements in the school.

The school has an accurate view of its performance and is fully aware that it does not provide an effective education for its pupils. There are three main factors contributing to its poor performance. These are related to teaching and learning, pupils' achievement and leadership and management.

Teaching is inadequate and consequently pupils do not learn enough in lessons, particularly in the Foundation Stage, where overall provision is inadequate, and in Key Stage 1. There is some, but not enough, good teaching. The planning of too many lessons is weak with insufficient thought given to what the pupils are expected to learn during activities or how they can be helped to do this. In some lessons teachers' expectations are too low, pupils are not extended enough and similar activities are given to all the pupils in the class regardless of their abilities.

Pupils' achievement is inadequate, particularly in their first four years in school. Although progress is better in some years in Key Stage 2, by the time pupils leave the school at the end of Year 6 too many of them have not made enough progress and consequently underachieve. These pupils are not fully prepared for the next stage of their education. Standards are significantly below the national average and at the end of Key Stage 1 declined further in 2006, particularly in writing. Many pupils have poor speaking and listening skills and these limit their ability to explain their ideas more clearly. This has a negative impact on overall standards.

The headteacher and leadership team are committed to improving the school and work effectively to promote pupils' well-being. However, they have not been able to improve pupils' achievement or raise standards. There is insufficient clarity about overall expectations of staff and pupils and about how the school's priorities and aims are to be realised. The school recognises the depth and scale of its weaknesses, many of which are long standing, but has not moved quickly or decisively enough to address them. A series of short term plans have recently been introduced, mainly prompted by reviews carried out by the local authority (LA). The school's checks on its performance, especially on the quality of teaching, are not rigorous enough or followed up sufficiently. Although the school knows what is wrong it does not use this information systematically to improve things. It has made insufficient progress in recent years and does not have the capacity to make the rapid and significant improvements needed. Governors have a reasonable knowledge of the strengths and weaknesses of the school. However, the headteacher does not provide them with enough clear and formal information about the school's performance and so they are not able to take more decisive action.

The personal development and well-being of pupils, including their spiritual, moral, social and cultural development, is satisfactory with some good aspects. For example, pupils behave well and have a reasonable understanding of how to keep themselves and others safe. The care, guidance and support of pupils are satisfactory. The team of support workers provides good pastoral support for the most vulnerable. The curriculum is satisfactory.

## What the school should do to improve further

- Raise achievement, particularly in the Foundation Stage and Key Stage 1, so that more pupils are able to reach nationally expected levels by the time they leave school.
- Promote pupils' speaking and listening skills to help improve their learning in all subjects.
- Carry out rigorous and systematic checks on the quality of teaching in order to address identified weaknesses and increase the proportion of good teaching.
- Establish a clear sense of direction and a plan for the school which demonstrates how it intends to meet its aims and the aspirations of the wider community.

## Achievement and standards

### Grade: 4

Achievement of pupils is inadequate and standards are significantly below the national average, particularly in English and science. Many pupils' speaking and listening skills are weak. Their limited vocabulary makes it hard for them to express their ideas and as a result they make slow progress. Most children enter the Nursery with attainment that is below and some well below expectations, especially in their personal development and language skills. The progress made by many children in the Nursery and Reception classes is too slow particularly in communications, language and literacy. This slow progress is continued into Key Stage 1 so that standards by the end of Year 2 are lower than they should be. There are some small improvements in writing this year after a substantial decline last year. Whilst pupils' progress improves in some classes in Years 3 to 6 this is not consistent enough to enable them to catch up. Many pupils are not on track to attain their targets set at the beginning of Year 3. The school has identified many pupils to be under-achieving. Despite additional help and some improved progress these pupils are still not achieving as well as they should. Pupils with learning difficulties make satisfactory progress. It becomes stronger as they move through the school following carefully targeted support.

## Personal development and well-being

### Grade: 3

Pupils' spiritual and cultural development is satisfactory; moral and social development is stronger. Almost all of them fulfil the school's first golden rule, 'Be gentle, kind and helpful'. Most pupils enjoy school and this is reflected in their improving attendance and punctuality. Pupils say they feel safe and well cared for because there is always someone they can turn to if they have a problem. The self-esteem and confidence of pupils who are vulnerable or have complex needs is boosted well by staff. Pupils make a satisfactory contribution to how the school is run, through for example, the school council, or acting as mentors at lunchtimes and being involved in some wider community events. Pupils gain a reasonable understanding of the importance of a healthy diet and regular exercise. The school is working towards the Healthy Schools Award. Although pupils make progress, many of them do not attain the level of key skills needed for the next stage of education and their future economic well-being.

## Quality of provision

### Teaching and learning

#### Grade: 4

Too much teaching is inadequate. There is some good teaching but not enough to enable pupils, whose earlier learning has been weak, to catch up and reach their full potential. In almost all lessons teachers establish good relationships with their pupils and manage behaviour well, including the challenging behaviour of a tiny minority. Most teachers make sure pupils are clear about the purposes of the lessons and what it is they want the pupils to do. However, in too many lessons the planning is not sharply focussed on what the pupils will learn. Some teachers are introducing ways of helping their pupils to reflect on how well they have done and provide them with clear guidance on how to improve their work. However, this practice remains inconsistent between classes. Children in the Foundation Stage are frequently left too long to drift without carefully targeted adult intervention to extend their thinking and language skills. Pupils of all ages are not challenged enough. In some lessons the work is not challenging enough. In others, some pupils choose to remain passive and the teachers rely on others to contribute ideas. In some lessons work is not matched carefully enough to the needs of different groups making it difficult to assess pupils' precise levels of understanding.

### Curriculum and other activities

#### Grade: 3

Whilst the curriculum is sufficiently broad, the extensive time allocated to literacy and numeracy activities sometimes leaves less time for other subjects. Recent revisions to planning have resulted in improved links between subjects. The curriculum is reasonably well adapted to meet the needs of pupils with learning difficulties, but there is no coherent approach to promoting pupils' speaking and listening skills. Teachers use some imaginative materials and ideas to successfully promote personal, social and emotional education. Whilst the additional internal teaching areas are used well to widen curricular experiences, the central courtyard has been neglected and not used as a learning resource. The school council has been involved in plans to develop this area. A satisfactory range of extra curricular activities, trips and visitors broadens pupils' horizons and interests. A good example is the performing arts residential trip in Years 4 and 5, although only a minority of the pupils choose to take advantage of this.

### Care, guidance and support

#### Grade: 3

Parents agree that the learning mentor and other key staff work well with outside professionals to support the most vulnerable pupils. Parents agree. As one parent said to the inspectors, 'I couldn't wish for a more caring, patient team of teachers and helpers'. The pupils recognise this and its contribution to the reduction in bullying and exclusions. Surprise checks at the school gate have improved punctuality which is now satisfactory. Assessment procedures are satisfactory. However, the information gathered is not always used effectively by some teachers when considering the next steps. Academic guidance has improved and is satisfactory. Challenging yet realistic targets are set for pupils in literacy and numeracy, with most pupils knowing them well. In Year 5 this is managed particularly well with innovative ways to involve the pupils in tracking their own progress. Procedures designed to safeguard pupils are implemented robustly and there is an on-going training programme for all staff.

## Leadership and management

### Grade: 4

Leadership and management are inadequate. Although the staff and governors have worked effectively to reaffirm the schools aims, there remains a lack of clear educational direction. This weakness was identified at the last inspection. The headteacher has given members of the leadership team more responsibilities, but there is no coherent plan to help them manage their roles. The school's main improvement plan is very brief and not clear about improvements that are needed to be made. The school is responding positively to advice received from the LA but as yet this has had little impact on raising standards. The system for managing and tracking information showing the progress of individual and groups of pupils are sound. The deputy headteacher supports the headteacher well in interpreting this, but not all class teachers use it to best advantage. Another significant long standing weakness is the lack of carefully targeted and systematic checking of the school's performance, particularly of teaching. Weak teaching has been identified, but the headteacher has been slow to follow this up. Some subject leaders have conducted useful surveys of pupils' work and provided feedback to colleagues. Governors fulfil their statutory responsibilities satisfactorily. Their recently established scrutiny group helps them hold the school to account, but in the absence of termly written reports from the headteacher, governors are getting an incomplete picture of the school's performance.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<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>	4
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
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>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4
<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

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

25 May 2007

Dear Children,

Bosworth Wood Primary School, Chelmsley Wood, Birmingham B36 0DD

We visited your school recently to find out how well the school is doing. We thoroughly enjoyed talking with a number of you in lessons, looking at some of your work and meeting some of you, including members of your school council. Thank you for making us so welcome. Unfortunately we found that your school is not as good as it should be and there are several important areas that need to improve a lot.

- The following are some of the main things we found out about your school:
- The school does not help you make enough progress in your lessons so you do not reach the standards you are capable of by the time you leave. This is because some of the teaching is not as good as it should be.
- You behave well and take good care of yourselves and one another, just as it says in your school's first golden rule, 'Be gentle, kind and helpful'.
- Teachers plan for you to learn about different interesting things although most of your time is spent on literacy and numeracy.
- The adults in school make sure you are safe and help those of you who have problems. The school explains to you how you can improve in your learning and sets you helpful and challenging targets for literacy and numeracy.
- The school's leaders know what needs to be improved but are not entirely clear about the best way to do this.
- We have asked the headteacher, staff and governors to work together on four things to make the school better. We are recommending that they get some extra help with these things:
- Carefully check the quality of teaching and make sure more of it becomes good.
- Find ways of helping you to make more progress, especially when you first arrive in school, so that you can reach higher standards by the time you leave.
- Strengthen the way the school is led and managed so that leaders can bring about improvements more quickly.
- Help you to get better at talking about your ideas and using lots of interesting words when explaining what you are learning. I am sure you will do all you can to help the staff make the school better. Other inspectors will visit your school regularly to check on progress.

Yours sincerely

Martin Kerly, Lead Inspector