

Tribal Group
1-4 Portland
Square
Bristol
BS2 8RR
T 0845 123 6001
F 0845 123 6002

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



21 November 2008

Mrs K Luther-Jones
Bosworth Wood Primary School
Auckland Drive
Chelmsley Wood
Birmingham
West Midlands
B36 0DD

Dear Mrs Luther-Jones

Special measures: monitoring inspection of Bosworth Wood Primary School

Following my visit with Alan Dobbins, Additional Inspector, to your school on 19th and 20th November 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the fourth monitoring inspection since the school became subject to special measures in May 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – good.

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of the Interim Executive Board and the Director of the Children's Services for Solihull.

Yours sincerely

Usha Devi
Her Majesty's Inspector

Special measures: monitoring of Bosworth Wood School

Report from the fourth monitoring inspection on 19 and 20 November 2008

Evidence

Inspectors observed the school's work. They scrutinised documents and pupils' work, met with the interim headteacher, deputy headteacher, senior teachers, the school council, a literacy consultant, the chair of the Interim Executive Board (IEB), and representatives from the local authority.

Context

The current interim headteacher, who works for the local authority as a consultant headteacher, started at the school in September 2008. She works at the school three days a week and is expecting to increase her time in the school by the end of this term. The deputy headteacher assumes the role of acting headteacher for the remaining two days a week. Three Key Stage 2 teachers left at the end of the summer term. The IEB has been successful in recruiting two permanent teachers and one temporary teacher. The interim headteacher has redeployed three of the existing staff within the school. At the time of the inspection, these teachers were teaching in an age group that was different from the one that they taught previously. The local authority has published consultations to relocate Bosworth Wood pupils to a new school building in September 2009, close a local school in August 2009 and transfer the pupils from the local school to the relocated Bosworth Wood Primary School. The consultation periods ends in January.

Achievement and standards

School assessment information and inspection evidence confirm that an increasing proportion of pupils are making good progress, especially in the Early Years Foundation Stage (EYFS) and Key Stage 1, where there is some consistently strong teaching. Pupils in Key Stage 2 are beginning to make faster progress. However, due to considerable changes in staffing in the past and variability in the current quality of teaching, the proportion of pupils making good progress in this key stage is not as high. Nonetheless, from a low baseline, most pupils are now making at least satisfactory progress and, by the end of Year 6, more are reaching nationally expected levels.

The school's latest assessment information shows that the performance of children in the EYFS has markedly improved and is much better than last year. The majority of children in the EYFS are now reaching levels of attainment that match those expected for their age in most areas of learning.

In 2008, standards at the end of Key Stage 1 remained broadly average in reading and mathematics. Attainment in writing remained below average. Provisional results in the 2008 end of Key Stage 2 tests show standards have improved since 2007 when they were below average in English and science and well below in mathematics. The proportion of pupils reaching the expected levels for their age increased in English from 75% to 83%, in mathematics from 62% to 80%, and in science from 83% to 91%. The percentage of pupils gaining the higher Level 5 has increased in English and mathematics.

Despite these improvements, overall performance in writing remains lower than reading and mathematics, due to previous inadequate provision in this subject. In writing, boys do not achieve as well as girls. The school is aware of this and has recently introduced a number of interventions to accelerate progress in writing and improve boys' achievement. Evidence from lesson observations indicates that because of the new approaches to teaching writing all pupils are now beginning to make better progress in writing.

Progress on the area for improvement identified by the inspection in May 2007:

- 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 – good.

Personal development and well-being

The pupils' behaviour is good and pupils have positive attitudes towards learning. Relationships between pupils and the adults they work with continue to be good. In lessons, pupils work together well and respond with enthusiasm when they are given the opportunity to work independently, in groups, and have the opportunity to take responsibility for their own learning. Children in the EYFS work with confidence and develop good social skills. Attendance is satisfactory.

Quality of provision

The quality of teaching has improved, with a greater proportion of teaching being good, especially in the EYFS and Key Stage 1. As a consequence, progress, particularly for younger pupils, is much better than at the time of the previous visit. Pupils, including the more able, make good progress when activities effectively match their different learning needs. In the better lessons, teachers ensure pupils understand what they are expected to achieve by the end of the lesson, ask questions that challenge thinking, and provide opportunities for pupils to find out for themselves. In some lessons, the interactive whiteboard successfully stimulates learning and captures pupils' imagination because it is used to bring colour, sound and movement into lessons. When teaching assistants are well deployed, they make an effective contribution to pupils' learning.

In Key Stage 2, pupils do not make consistently good progress in all lessons because the quality of teaching remains variable. The majority of teaching seen in this key

stage was satisfactory. When teaching was satisfactory, activities did not sufficiently challenge all groups of learners and, as a result, pupils did not always make the progress of which they were capable. Occasionally, pupils were not given enough time to be actively engaged in their own learning because the introductions of lessons were too long.

The continued whole school focus on developing pupils' speaking and listening skills ensures that pupils have regular opportunities to discuss their learning in all lessons. In lessons, pupils confidently give full explanations when answering questions and use appropriate language. Effective teaching strategies, such as pupils talking with a partner about their work and teachers asking questions that encourage pupils to explain and share their ideas with others, are helping to improve learning in all subjects.

Marking has improved, with more good examples of comments designed to accelerate learning. Although this good practice exists there is still some marking that does not provide pupils with the guidance they need to improve. Pupils still have too few opportunities to review their own progress and to respond to teachers' comments.

Progress on the areas for improvement identified by the inspection in May 2007:

- promote pupils' speaking and listening skills to help improve their learning in all subjects – good.

Leadership and management

The interim headteacher, with effective support from the IEB, the school's local authority advisor and consultants, has introduced a more rigorous and systematic schedule for monitoring the quality of teaching. Lesson observations, discussions with staff, analysis of pupils' work and performance data have all focused on the identification of strengths, weaknesses and the actions that need to be taken to improve provision. The interim headteacher ensures that all senior staff more regularly check that improvements have been made following monitoring activities. Since the last visit, the deputy headteacher and seconded local authority literacy consultant have moderated and analysed assessment information. They are now tracking the progress of different groups of learners and identifying those who are underachieving. The school is in the process of organising additional support for these pupils.

The interim headteacher has in a relatively short period of time established a clear direction for the school. She has shared her high expectations for the school with staff and introduced a number of initiatives that are promoting improvements in all aspects of the school's work. Teachers and support staff have responded positively to the increased pace of change. They share the interim headteacher's determination to give the children of Bosworth Wood the quality of education and care they deserve and, in most cases, have acted upon the feedback they have received. Teachers and support staff are much more aware of the contribution they

can make to improve provision because the interim headteacher has clarified individuals' roles and responsibilities. The revised improvement plan demonstrates how the school intends to meet its aims and the aspirations of the wider community. It accurately reflects the most pressing priorities and, together with the monitoring schedule, makes clear how progress will be frequently checked and evaluated to secure the required improvements. The deputy headteacher and members of the senior leadership team are now more fully involved in monitoring and evaluating the work of the school. Since the last visit, they have placed a greater emphasis on pupils' achievement in lessons and are using this information to set staff more precise targets for improvement. Some of this work has been carried out with the headteacher, local authority consultants and the school's advisor. As a consequence, practice has improved and pupils' progress has accelerated, especially in the EYFS and Key Stage 1.

Senior leaders, and in particular the EYFS and Key Stage 1 coordinators, have a much better understanding of pupils' performance in different subjects and key stages. This is because they have recently been given responsibility for analysing assessment information as a first step to raising achievement of all pupils. Their reports to the IEB accurately evaluate strengths and weaknesses in pupils' performance in subjects and year groups for which they are responsible. They have used their analysis to produce plans of action. However, these plans do not always include measurable success criteria against which the impact of actions can be evaluated.

The IEB has continued to play a successful role in supporting and challenging the school. During changes in leadership and consultations about the future of the school, they have rightly maintained their focus on pupils' achievement. The chair of the IEB provides the interim headteacher with effective support.

Progress on the areas for improvement identified by the inspection in May 2007:

- 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 – good
- carry out rigorous and systematic checks on the quality of teaching in order to address identified weaknesses and increase the proportion of good teaching – good.

External support

The local authority has continued to provide effective support. Since the last visit they have focused on provision in the EYFS and improving the quality of teaching. The impact of their work is evident in raised standards and better progress, especially of the younger pupils. The secondment of the literacy consultant has played an important part in the improvements that have taken place, particularly in moderating pupils' writing and supporting individual members of staff. The local authority realise the need to provide long term stability in leadership. They have rightly secured the services of the interim headteacher for the foreseeable future.

Priorities for further improvement

- To continue to improve provision by focusing on the additional priorities for improvement as identified in the previous monitoring letter.