

Bosworth Wood Primary School

Inspection report

Unique Reference Number	104083
Local Authority	Solihull
Inspection number	332272
Inspection dates	17–18 March 2009
Reporting inspector	Usha Devi HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	275
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Deb Wilson
Headteacher	Kay Luther-Jones
Date of previous school inspection	22 May 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Auckland Drive Chelmsley Wood Birmingham B36 0DD
Telephone number	0121 7481318
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Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Bosworth Wood is a larger than average primary school situated in North Solihull. Just over three quarters of the pupils are White British and the remaining are from other ethnic minority groups including, Pakistani, Indian and African. The proportion of pupils entitled to free schools meals is twice the national average. The percentage of pupils identified with learning difficulties and/or disabilities is similar to the national average. Early Years Foundation Stage provision is provided for children in the Nursery and Reception classes.

At its last inspection in May 2007, the school was judged to require special measures. Since then, one HMI and one Additional Inspector have visited the school each term to monitor its progress in improving the quality of education. In February 2008, the local authority replaced the governing body with an interim executive board. In March 2009 the local authority began the process of setting up a shadow governing body to work alongside the interim executive board. The local authority has completed an area wide review of primary school provision in North Solihull. Following a consultation period, which ended in January 2009, the local authority has published a statutory notice to close another local school. If the statutory notice is approved by the Local Authority this will involve transfer of pupils from the other school to the relocated Bosworth Wood.

Since the previous inspection there has been a number of staffing changes and changes in the school's leadership. There have been three headteachers or interim headteachers. The current interim headteacher joined the school in September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Bosworth Wood Primary school is now a satisfactory school with some good features. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

The interim headteacher has made a very positive contribution to the school's improvement since her appointment in September 2008. During some difficult times she has maintained a sharp focus on improving the quality of learning, raising expectations of pupils and creating a common sense of purpose. With good support from the local authority, the interim headteacher, staff and members of the interim executive board have worked together successfully to strengthen provision and outcomes for pupils. As a result, the quality of provision in the Early Years Foundation Stage is now good and children make good progress. Achievement in Key Stages 1 and 2 is now satisfactory and standards are broadly average. Previous inadequate provision means that there are variations in the standards attained by different groups of pupils in different subjects. For example, standards in writing are not as high as in reading and mathematics. The school's assessment information also shows that girls make better overall progress than boys and more able pupils do not always reach the standards of which they are capable.

While the leadership and management of the school are satisfactory, the leadership of the headteacher is good. With effective professional development from local authority consultants, advisors and the interim headteacher, senior teachers are now performing their roles satisfactorily. Nevertheless, the interim headteacher is aware that for some senior leaders, procedures for monitoring and evaluating subjects and checking on pupils' progress are in the early stages of development. The chair of the interim executive board provides good leadership to the board and strong support to the school. She meets regularly with senior staff to review the school's performance and impact of specific initiatives.

The quality of teaching has improved and is now satisfactory. In a few classes pupils make good progress because activities effectively meet the learning needs of different groups of pupils. Pupils also achieve well when they are given the opportunity to apply and extend their basic skills in contexts that capture their imagination. However, this successful practice is not yet sufficiently widespread. Teachers do not always make best use of assessment information to plan for pupils' individual needs and particularly for the more able.

The satisfactory curriculum rightly places a strong emphasis on developing pupils' basic skills in literacy and mathematics. The opportunities pupils have to apply and extend these skills in other subjects, although at an early stage, are beginning to enhance pupils' enjoyment of learning. Pupils' personal development is satisfactory. Through their considerate behaviour, pupils help to ensure that the school community is a harmonious one. The school has recently reviewed its provision for community cohesion, which is satisfactory. Staff have rightly identified the need to extend links with parents and the global community. The school provides a good level of care and satisfactory support and academic guidance for its pupils. The interim headteacher and the deputy headteacher meet with teachers on a regular basis to discuss individual pupils' progress, identify those who are at risk of underachieving and ensure they receive appropriate support. Well-targeted interventions and other recent improvements in provision are having a positive impact on pupils' learning. The school's capacity to improve further is satisfactory.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage has benefited considerably from a good level of support from local authority consultants and advisors. The school's latest assessment information and inspection evidence confirm that children are now making good progress. This is because the provision is now good. Children enter the Nursery class with skills and knowledge that are below those expected for their age. They begin Year 1 with levels of attainment that are broadly average. Teachers and support staff work together well and ensure children settle in quickly and feel well cared for. Assessment information is used well to provide children of all abilities with a good range of activities. There is a suitable balance between adult led activities and those that children can choose for themselves. On occasions, however, staff miss opportunities to extend children's language and mathematical skills. The collective leadership and management of the Early Years Foundation Stage are good. Staff have an accurate understanding of strengths and priorities for improvement. The school has rightly recognised the need to develop the curriculum further so that children have more opportunities to learn through real-life experiences. The outdoor area is well used but underdeveloped.

What the school should do to improve further

- Raise standards and accelerate progress by ensuring that all pupils do as well as they should, particularly in writing.
- Further improve the quality of teaching so that it is consistently good or better by making sure that all teachers make full use of assessment information to provide the correct level of challenge for all groups of pupils.
- Continue to strengthen the role played by senior leaders in checking provision and pupils' progress so that they have a greater impact on the quality of teaching and learning. A small proportion of schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Improvements in teaching, targeted support for underachieving pupils, and a whole school focus on phonics and mathematical strategies have ensured that pupils now make satisfactory progress. Some make good progress. Pupils with learning difficulties and/or disabilities also make satisfactory progress. When pupils begin Year 1 their performance levels are broadly similar to those normally expected. By the end of Year 6, standards are broadly average in English, mathematics and science. The school is aware that standards in reading and mathematics are higher than those in writing, that boys do not always perform as well as girls, and that more able pupils could reach higher standards. Some teachers are increasing the opportunities pupils have to improve their writing skills, extending the level of challenge in activities, and taking greater account of the ways in which pupils learn when planning. These strategies, which are accelerating progress, have yet to be consistently implemented by all teachers.

Personal development and well-being

Grade: 3

Pupils are polite, friendly and relate well to one another and the adults they work with. Their behaviour in lessons and around school is good and they have a good understanding of how to stay safe. Pupils told inspectors that they are not concerned about bullying because there is always someone they can turn to for help. The school is effectively improving attendance which is satisfactory and showing an upward trend. Pupils' spiritual, moral, social and cultural development is satisfactory. The curriculum develops a sound understanding of the importance of a healthy lifestyle. Pupils make a satisfactory contribution to the school and wider community. They raise money for charities of their own choice and some take on additional responsibilities by becoming members of the school council or house captains. Pupils' skills in literacy and mathematics give pupils a sound basis on which to build in future stages of their education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is improving across the school. Relationships between pupils and adults are good. In the best lessons teachers ask questions that challenge pupils' thinking and set practical activities which provide a suitable level of challenge. Pupils also achieve well when teachers encourage them to discuss their ideas and make good use of interactive whiteboards to motivate pupils. The pace of learning slows when activities are not matched well enough to the needs of different ability groups. This is particularly the case for more able pupils. Sometimes, teachers spend too long introducing lessons and this reduces the time pupils have to work practically. Teaching assistants provide pupils with a good level of support during group activities but are not always well deployed during whole class activities. Teachers' marking is particularly effective when pupils receive detailed guidance about the steps they need to take to improve their work. However, this good practice is not yet consistent across the school.

Curriculum and other activities

Grade: 3

Provision for literacy, mathematics and information and communication technology is now satisfactory. As a result, all pupils are making better progress than in the past. With good support from a local authority literacy consultant, staff are starting to increase the opportunities pupils have to extend their basic skills in creative contexts. Pupils in Year 5 for instance carried out research, wrote a report and identified a range of questions that they would like to ask David Tennant during a project about 'Dr Who'. Projects such as this are not yet embedded in the school but are helping to make learning more enjoyable. A suitable range of visits and visitors to the school satisfactorily enriches the curriculum. Pupils are particularly keen to take part in the good range of after school sporting activities. The introduction of Spanish has further extended the curriculum for Year 5 pupils.

Care, guidance and support

Grade: 3

Pupils feel safe and treat each other well because staff ensure all pupils receive a good level of care. During the inspection, parents told inspectors that teachers are approachable and

willing to respond to their concerns. Arrangements for safeguarding meet current government requirements. The school is in the process of reviewing and strengthening its systems for supporting pupils with specific learning needs. Staff have established sound links with a range of outside agencies. Consequently, the level of support these pupils receive is satisfactory. The school is beginning to involve parents in their children's education by organising family learning projects, such as one involving them in making model chariots as part of the Year 6 'Romans' project. Academic guidance is satisfactory. Pupils know their targets, which are challenging. However, due to inconsistencies in teachers' marking, pupils are not always sure what they need to do to achieve their targets.

Leadership and management

Grade: 3

The interim headteacher is a strong and effective leader who has a clear vision for the school. All staff share her high expectations. Since her appointment the interim headteacher has introduced a number of initiatives designed to accelerate rates of progress and improve provision. Staff have responded with enthusiasm to the changes that have taken place. One teacher said with enthusiasm, 'I feel I can now fulfil my role much more securely.' The interim headteacher and senior teachers have a good understanding of the school's strengths and priorities for development. As a result, the school's self-evaluation of its performance is accurate and leading to well planned actions. The roles of senior staff are developing well. Some senior teachers are beginning to identify precisely the aspects of the subject or key stage that need improving and the specific actions that are necessary and need to be taken to further improve provision. This is because they are taking account of pupils' work, assessment information and observations of teaching. Members of the interim executive board have a good knowledge of the school because of the regular reports they receive from the interim headteacher and the chair of the interim executive board. This information enables them to challenge the school and hold it to account for its performance. Some members regularly visit the school so that they can meet with staff and see for themselves the impact of initiatives.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
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	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 March 2009

Dear Pupils

Inspection of Bosworth Wood Primary School, Birmingham B36 0DD

Thank you for the warm welcome you gave us when we visited your school recently. As you know I have been visiting your school regularly since October 2007. I have been delighted with the improvements that I have seen since that time. You have always been polite, courteous and helpful during my visits.

- We enjoyed talking with you, visiting your lessons and looking at your work. You told us that your lessons are better and teachers are giving you more interesting work. I am pleased to tell you that your school is now helping you to make satisfactory progress. Here is what we found.
- You are well behaved and kind to each other.
- Your headteacher and all the staff are working very hard to help you make even better progress and to make your lessons more exciting. We could see how much some of you enjoyed learning about the Romans and Dr Who.
- The youngest children in the Nursery and Reception classes make a good start in the school and make good progress.
- You enjoy taking part in the after school sports clubs and some of you are taking on extra responsibilities by becoming house captains or joining the school council.

We have asked all the adults who work with you and the school to help you make faster progress, especially in writing. We have also asked your teachers to use the information they have about how well you are doing to give you work that helps to achieve your best. Finally, we have asked teachers who have responsibilities to continue improving the school so that you can reach even higher standards. You can help by continuing to behave well and doing your very best in lessons.

Thank you once again to all the adults that work with you, the members of the interim executive board, the office staff, the adults who work in the local authority and you for always making me feel so welcome. I will miss visiting your school and now wish you all the very best for the future.

Yours faithfully

Usha Devi Her Majesty's Inspector