

Serco Inspections  
Colmore Plaza  
20 Colmore Circus  
Queensway  
Birmingham  
B4 6AT

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T: 0121 679 9153  
Direct email: [naik.sandhu@serco.com](mailto:naik.sandhu@serco.com)



24 April 2015

Andrew Moore-Stow  
Headteacher  
Al-Furqan Primary School  
Reddings Lane  
Tyseley  
Birmingham  
B11 3EY

Dear Mr Moore-Stow

### **Requires improvement: monitoring inspection visit to Al-Furqan Primary School**

Following my visit to your school on 24 April 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and members of the Interim Executive Board are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure teachers in Key Stage 2 provide pupils with sufficiently challenging activities, especially in mathematics and 'guided reading' sessions
- strengthen the systems for checking the work of staff, particularly in Key Stage 2, so that weaknesses in teaching are identified quickly and swift action is taken to improve the practice of individual teachers.

### **Evidence**

During the inspection, meetings were held with you, the deputy headteacher, and the assistant headteachers to discuss the actions taken since the last inspection. I also met with representatives from the Interim Executive Board (IEB), the executive headteacher of Bournville Junior Teaching School Alliance, who is also a National Leader in Education, and the headteacher of Perdiswell Primary School, who is also a

Local Leader in Education. A telephone discussion was held with a local authority representative. The school improvement plan was evaluated. A range of documentation was reviewed including the information about pupils' achievement, feedback to teachers following lesson observations and reviews of pupils' work. You, the deputy headteacher and the headteacher of Perdiswell Primary School joined me on brief visits to some classes. We talked to pupils about their learning and looked at examples of pupils' work.

## **Context**

The school was judged to require improvement following the section 5 inspection in November 2014. Since this inspection seven teachers have left and four new teachers have been appointed. You are in the process of reorganising the responsibilities of senior and middle leaders. Last term, the local authority arranged for staff and leaders from Bournville Junior Teaching School Alliance and Perdiswell Primary School to start supporting leaders and staff at Al-Furqan.

## **Main findings**

You and other senior leaders have an accurate understanding of the school's strengths and priorities for improvement. Information about pupils' achievement and work in pupils' books confirm that rates of progress are accelerating in Reception and Key Stage 1. Pupils' progress in Key Stage 2 is improving more steadily. It has been hampered by changes in class teachers. Staffing has now stabilised. Consequently, pupils in Years 3 to 6 are making faster progress than in the recent past. Nevertheless, you acknowledge that further work is required to ensure more rapid progress in Key Stage 2, and to ensure teachers help the most able pupils reach the standards of which they are capable.

The feedback that you and other senior leaders give to teachers following lesson observations and reviews of pupils' work has improved. This feedback is helpful because it clearly identifies how teachers can help pupils make faster progress. However, the frequency with which senior leaders check teaching in Key Stage 2 is not enabling them to identify and respond to weaknesses in teaching quickly enough. Consequently, teaching although improving, remains inconsistent.

Actions taken to improve pupils' writing are having a particularly beneficial impact. Pupils are writing regularly and increasingly using punctuation and grammar correctly. They are also enjoying writing about different themes. Pupils in Year 2 were keen to show me their writing about plants in the rainforest. Work in pupils' books shows that teachers do not always ensure that mathematical and reading activities provide pupils in Key Stage 2 with enough challenge.

During our brief visits to lessons, we observed pupils enjoying their activities and behaving well. Pupils in Year 4 were particularly keen to tell me about their 'Roman

tuck-shop'. They explained that the 'shop' only contained food available during Roman times and that everything was priced using Roman numerals.

Teachers' marking has improved. Pupils told me that they find the use of 'green and yellow' highlighters helpful because it helps them to see what they have done well and what could be improved. Teachers are getting better at providing pupils with the guidance needed to correct errors. Presentation of pupils' work is improving, most noticeably in Reception and Years 1, 2 and 6.

You and other senior leaders are providing the IEB with pertinent information. This is enabling them to provide you and other senior leaders with an appropriate level of support and challenge. You are working well with members of the IEB to increase the involvement of parents in the work of the school and to establish a 'Parents' Forum'.

The school's improvement plan is appropriately focused on raising pupils' achievement and improving teaching. The plan includes measurable outcomes. This is helping members of the IEB to check the impact of actions on pupils' learning and teaching. Although the plan makes clear who will check teaching, it does not make clear how often and when these checks will take place.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has arranged for your school to receive a suitable level of support from Bournville Junior Teaching School Alliance and Perdiswell Primary. This support is contributing to improvements in leadership, teaching, and pupils' progress. It is also giving teachers the chance to learn from successful practice. The IEB, in partnership with the school's local authority adviser, is providing senior leaders with effective support in relation to the issues relating to the school's finances and buildings.

I am copying this letter to the Chair of the Interim Executive Board, the Director of Children's Services for Birmingham local authority.

Yours sincerely

Usha Devi  
**Her Majesty's Inspector**