

Inspection of Bird's Bush Primary School

Birds Bush Road, Belgrave, Tamworth, Staffordshire B77 2NE

Inspection dates:	11 and 12 March 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Michelle Day. This school is part of Perry Hall Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Amarjit Cheema, and overseen by a board of trustees, chaired by Andrew Brocklehurst. There is also an executive leader, Rekha Kohli who is responsible for this school.

What is it like to attend this school?

Bird's Bush Primary School is a joyful place where pupils feel happy and safe. Leaders have an accurate view of the school. Their determination and work to improve behaviour have been successful. Pupils now follow the school's clear behaviour expectations. They move calmly around the school. Pupils behave sensibly in lessons, following routines and engaging positively in their learning.

The school has received strong support and investment from the trust, including for staff's professional development. The school has sharply focused plans to develop the quality of education it provides. It is implementing these at pace. The curriculum is now broad, ambitious and well organised and is starting to impact pupils' learning positively. However, this work is ongoing and, as such, has not had enough time to reflect improvements to published outcomes.

Pupils have access to a variety of curriculum-linked visits and enjoy participating in a range of interesting clubs. They take pride in leadership roles such as being librarians, cyber pioneers or part of the junior leadership team. Attending residential with other schools in the trust promotes a sense of community cohesion while developing pupils' understanding of how to take responsibility for themselves outside of school.

What does the school do well and what does it need to do better?

Since the last inspection, the school has made considerable changes to the curriculum. Concepts and knowledge in each subject now build from early years through to key stage 2. Teachers have benefited from guidance and support, helping them deliver the curriculum more effectively.

Teachers' use of assessment is working well in some subjects such as reading. They check carefully on what pupils already know and address misconceptions quickly. However, this is not yet consistent. In some subjects, the checking lacks the precision it needs. This means some gaps in pupils' learning are not identified and addressed. Consequently, some pupils do not learn the important knowledge intended so they can make strong progress and achieve well.

All pupils, including those with special educational needs and/or disabilities (SEND), experience the same curriculum. Activities are usually well matched to help pupils learn the planned curriculum. The school identifies the needs of pupils with SEND accurately. However, on occasions, there is variability in how effectively staff adapt the curriculum delivery to help these pupils learn well. This means some pupils with SEND do not achieve as well as they should.

The school has prioritised reading. Staff have the training they need to teach phonics well. Younger pupils quickly learn the sounds they need to decode words. They are confident to apply their knowledge when they read unfamiliar words. They read books that carefully match their knowledge of phonics. Adults provide extra help for pupils who

fall behind to help them catch up. As a result, pupils develop the skills they need to become increasingly confident readers.

The curriculum in early years is well structured to ensure that children get off to a strong start. Children benefit from many opportunities to develop their knowledge of number, motor skills and communication skills. Staff get to know the children well, and most settle in quickly.

Clear systems are in place to help teachers manage pupils' behaviour. Staff apply these fairly and consistently. Pupils are respectful to each other, and they develop warm and caring relationships with staff. Pupils are confident that bullying rarely occurs and know adults deal with it appropriately if it does. The school takes effective action to improve pupils' rate of attendance. Trends are analysed to gain an understanding of the causes of any absence. Staff work closely with families to address barriers to attendance. This work is having a positive impact, and most pupils attend school regularly.

Pupils benefit from a wide range of broader curriculum experiences. This helps pupils to understand how to keep themselves safe and learn about the importance of diversity and equality. Pupils enjoy attending clubs such as choir, darts, arts and crafts and multi-sport events. Off-site experiences are linked carefully to what pupils learn in the classroom, for example visits to places of historical interest such as Tamworth Castle or singing at a Young Voices event for music.

The trust and local governing body members provide regular support and challenge to ensure that the school continues to improve. They are realistic about the journey that the school is on. Leaders have taken great care to consider staff needs when making important changes within the school. They are mindful of their well-being and workload. Staff feel valued and support the changes made by the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, teaching is not adapted successfully for pupils with SEND. When this is the case, pupils with SEND struggle to build their curriculum knowledge as securely as they should. The school should ensure staff have the knowledge and expertise to adapt their teaching to support pupils in achieving well.
- Some staff do not check pupils' understanding well enough. This means some pupils have gaps in their learning as ongoing misconceptions have not been addressed. The school should make sure staff use clear assessment strategies to quickly identify gaps in knowledge to help pupils learn and remember the intended curriculum securely.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	144989
Local authority	Staffordshire
Inspection number	10344139
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	Board of trustees
Chair of trust	Andrew Brocklehurst
CEO of the trust	Amarjit Cheema
Headteacher	Michelle Day
Website	www.birdsbush.staffs.sch.uk
Dates of previous inspection	4 and 5 October 2022, under section 5 of the Education Act 2005.

Information about this school

- The school joined Perry Hall Multi-Academy Trust in July 2018.
- The number of pupils on roll has fallen over time.
- The school currently uses one alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the executive leader, the headteacher and other leaders in the school. Meetings were also held with representatives of the governing body and board of trustees.
- The lead inspector held a discussion, by telephone, with a representative from the registered alternative provision used by the school.
- The inspectors carried out deep dives in reading, mathematics, physical education and history. Inspection activities in these subjects included: lesson visits, discussions with staff and pupils, meetings with subject leaders to discuss the curriculum and looking at samples of pupils' work. The lead inspector also observed pupils reading to a member of staff.
- The inspectors observed pupils' behaviour in lessons and around school.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online survey for staff. Inspectors spoke with groups of staff and pupils to gain their views about the school.

Inspection team

Amjid Zaman, lead inspector

Ofsted Inspector

Darren Lennon

Ofsted Inspector

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