

Quarry Bank Primary School

Inspection report

Unique Reference Number	103830
Local Authority	Dudley
Inspection number	355471
Inspection dates	7–8 February 2011
Reporting inspector	David Edwards

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare provision, 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 of pupils on the school roll	348
Appropriate authority	The local authority
Headteacher	Helen Johnson
Date of previous school inspection	11 December 2007
School address	High Street Quarry Bank, Brierley Hill Dudley, DY5 2AD
Telephone number	01384 818750
Fax number	01384 818751
Email address	info@quarry.dudley.sch.uk

Age group	3–11
Inspection dates	7–8 February 2011
Inspection number	355471

**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3–11
Inspection dates	7–8 February 2011
Inspection number	355471

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors; 13 lessons and 11 teachers were observed. Inspectors scrutinised policies, analysed pupils' work, checked numerical information on pupils' progress and talked to them about it. The team also analysed school improvement plans and governing body minutes and met parents, carers and members of the governing body. Questionnaire returns were considered from 104 parents and carers. The views of staff and pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

Is the quality of teaching in Key Stages 1 and 2 improving strongly enough to increase pupils' attainment and progress?

- Are the gaps in attainment for various groups in the school closing, particularly for boys and girls and those with special educational needs and/or disabilities?
- How effective are leadership and management at all levels in bringing about necessary improvements to the standards of pupils' work?

Information about the school

Quarry Bank is larger than most primary schools. Most pupils are of White British heritage, although a few are from minority ethnic backgrounds. These include Pakistani, Indian and Chinese pupils. The percentage of pupils with special educational needs and/or disabilities is significantly higher than in most schools nationally, but the proportion of pupils who have a statement of educational needs is slightly lower than the national picture. Their main additional needs are related to speech, language and communication difficulties. More pupils are known to be eligible for free school meal than in other schools. Education in the Early Years Foundation Stage is provided part time in the Nursery and full time in the Reception classes. There have been significant staffing changes since the last inspection and the leadership and management structure has changed, including the appointment of a new deputy headteacher. Almost half of the teachers are new appointments. The school has achieved National Healthy Schools status, the Financial Management Standard, the Basic Skills Quality Mark, Artsmark, Activemark, and the BECTA ICT Award. A new school is being constructed on the existing site, which is due to open in September 2011.

The governing body has overall responsibility for the children's centre, which is housed in a building which is annexed to the school. It is managed by the Children's Centre Manager. It is inspected and reported separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Quarry Bank Primary School provides a satisfactory education for its pupils, and the rise in pupils' achievement at the end of both key stages demonstrates that it is an improving school. The school received national acclaim in 2009 as one of the country's most improved schools although standards dipped in 2010 as a result of staffing difficulties, Standards are rising again and attainment at the end of Key Stages 1 and 2 is now broadly in line with the national average, but remains below average at the higher levels. Pupils' progress is accelerating, particularly in Year 2 and in the upper part of Key Stage 2. Children who receive childcare get a good start to their education. They benefit from early provision to support their education and development through opportunities to learn and play alongside other children, within the Nursery setting. Pupils are happy because they feel safe and enjoy coming to school, knowing that their teachers and other staff care for them well. As one pupil said, 'Our school is fab, because the teachers tell you everything you need to know.'

Improving standards, including those for pupils with special educational needs and/or disabilities, are a result of an improved quality of education. This ensures that the achievement of all pupils is satisfactory overall. Teaching has improved since the last inspection and inspectors observed some good teaching, particularly in Years 2, 4, 5 and 6. This demonstrates the progress that pupils can make when teaching is well planned and challenging and activities are well matched to pupils' needs. This is not consistent across the school, including in the Early Years Foundation Stage. The satisfactory teaching lacks pace and does not involve pupils well enough in understanding their learning. Not enough of the teaching is of a high enough quality for all pupils to make the real improvements in their learning that are needed to raise standards to a higher level. Marking of pupils' work in Key Stages 1 and 2 is inconsistent in some classes and does not guide them to understand the next steps to make further improvements in their learning.

Pupils' good behaviour makes a strong contribution to their learning in lessons. The effective links with parents and carers and good partnerships with a range of outside agencies contribute to the good care, guidance and support for all pupils. This is particularly so for those with specific needs and whose circumstances make them most vulnerable. The school ensures that pupils have a good understanding of how to keep themselves healthy and safe in all aspects of their daily life. This has resulted in the award of the National Healthy Schools status and Activemark. The secure improvement in pupils' basic skills, and improvement in attendance, means that they are satisfactorily prepared for the next stage of education and ultimately the world of work.

The school is led effectively by the senior leadership team and they are clearly focused on raising standards. Staffing has undergone significant changes since the last inspection, which has thwarted leaders' and managers' ambitions to some extent, but continually

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

rising standards are evident in pupils' work. There has been improvement particularly in writing, though the school acknowledges there is more to do to raise standards in the subject. This is especially true of boys' attainment in writing in the Early Years Foundation Stage. Standards in mathematics have not risen as quickly because of inconsistencies in the quality of teaching and challenge in some classes. School leaders are using data effectively to target improvements in pupils' learning. While middle leaders are effectively monitoring the standards of work within their subjects, they are not rigorously following up on developmental points to ensure that teaching and learning is becoming more effective. Accurate self-evaluation by senior leaders and improving standards, combined with the school's success in resolving issues from the last inspection, demonstrate its satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise achievement so that more pupils reach the levels that they are capable of by:
 - ensuring that pupils have more opportunities to improve their writing skills, particularly for boys in the Early Years Foundation Stage and more-able pupils
 - giving pupils more opportunity to develop their problem-solving skills in mathematics and ensuring that the level of mathematical challenge in lessons is always high enough.
- Improve the quality of teaching and learning so that it is consistently good across the school by:
 - using time effectively in lessons to increase the pace of learning
 - providing greater challenge in lessons, particularly for more-able pupils to accelerate their progress
 - having a greater focus in lessons on pupils' academic outcomes and the learning that has taken place
 - improving the quality of marking so that pupils are clear about the next steps in their learning
 - teaching pupils how to understand the quality of their own work and that of others so that they are empowered to take control of their own learning.
- Ensure that the evaluation skills of middle leaders are more rigorous and incisive by:
 - developing their skills in lesson observation so that they can securely judge the quality of teaching and its impact on pupils' learning.

Outcomes for individuals and groups of pupils

3

Standards in English and mathematics have risen steadily so that they are now broadly in line with national averages. Children enter the Reception class with attainment that is below that expected nationally. They make satisfactory progress overall and enter Key Stage 1 with attainment still below national averages. They make satisfactory progress through Key Stage 1. They leave at the end of Year 6, with broadly average attainment,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

having made satisfactory progress. The current standards in Years 2 and 6, observed in lessons and pupils' work, are much improved and more pupils are on track to reach higher levels this year. Targets for the current Year 6 are challenging and good teaching is helping to make them achievable. For example, in one good lesson pupils were working well together on reflective symmetry in four quadrants that was set at an appropriately challenging level. The pace of teaching ensured that they made good gains in their learning. Although learning and progress are inconsistent across the school, all pupils make at least satisfactory progress and some make good progress, especially in Years 2, 5 and 6. The school's assessment information shows that more pupils across the school are expected to reach the levels expected for their age than previously. The satisfactory achievement of those with special educational needs and/or disabilities is as a result of the effective support that they receive from teachers and teaching assistants. This is because their needs are accurately assessed and suitably challenging programmes of work put in place to ensure that they can make at least satisfactory progress, though some are helped to make good progress.

Behaviour has improved since the last inspection and it is now good, both in and out of lessons. Pupils are polite and respectful to each other and their teachers. This helps to ensure that pupils engage with the learning opportunities more effectively and sustain their concentration. They enjoy learning and find activities interesting. Pupils' spiritual, moral and social and cultural development is satisfactory overall, although their understanding of other cultures is less well developed. Pupils have a good understanding of how to keep themselves safe in school and look after each other well. Bullying is very rare, but if pupils have a concern, they know who to approach and are confident that it will be dealt with quickly and efficiently. The school is helping to prepare pupils for secondary school by improving their learning habits. The improvement in their basic skills has led to the award of the Basic Skills Quality Mark. Through the school council and taking on other responsibilities, pupils make a good contribution to the school community, but their less effective engagement with the wider community means this aspect is satisfactory overall.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers generally plan activities which engage pupils' interest. This has already had a positive impact upon pupils' behaviour and attitudes towards school and is beginning to have a similar effect on standards of achievement. Planning often ensures that tasks differ slightly, based on pupils' different prior attainment, but this is not always effective. Some teachers do not have high enough expectations of pupils and, consequently, do not offer consistent challenge to accelerate their progress so that they can achieve what they are capable of. In a good literacy lesson, the teacher engaged and interested the pupils so that they improved their writing skills. She modelled the task well and showed pupils how they could use success criteria to check the quality of their own work. The opportunities that she gave pupils to discuss the story theme and her role play helped to develop their creative ideas, which they could use to improve their writing. In satisfactory lessons, teachers concentrate too much on their own teaching and do not make appropriate checks on the impact of tasks on pupils' learning and progress. Teaching assistants offer effective support to pupils with special educational needs and/or disabilities to help them to make satisfactory gains in their learning. Pupils are given many opportunities to develop their personal skills. The work of the school council, playground buddies, the pupils' behaviour support team and the school building project team, helps to develop pupils' sense of responsibility. Their work helps to create a harmonious school community and contributes to good care, guidance and support. The support that pupils have received from teachers and teaching assistants to develop their speech, language and communication skills,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

particularly for pupils with special educational needs and/or disabilities, has contributed to their satisfactory progress in learning in this area. This is making an effective contribution to their satisfactory achievement.

The school has a satisfactory curriculum, which is enhanced by visits and visitors and opportunities for pupils to undertake activities outside school time. The school has effective plans to develop the curriculum over the coming year to create more links between subjects for pupils. Work from lessons is used to create vibrant displays. The quality of children's artwork has led to the award of the Artsmark. The work to develop pupils' information and communication has been recognised with the BECTA ICT Award.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Although there are good aspects to the leadership team's work, it is still evolving and the significant changes in staffing that have occurred have slowed the impact of its work. While the monitoring and evaluation of teaching by the senior leaders is good, the work of middle managers in this area is satisfactory but improving. The work done to improve writing standards and the rigour of assessment and pupil tracking systems are providing valuable information about academic strengths and weaknesses. This is enabling leaders to assess strengths and weaknesses in other aspects of provision and forming an effective basis for further improvement. The staff are striving, with growing success, to ensure all pupils have equal opportunity to achieve well. The way that the gaps in attainment between boys and girls are quickly closing is testimony to this. The school makes good use of outside support to raise standards. For example, local authority expertise is being used well to improve the quality of teaching and learning. The close liaison with outside agencies supports the needs of pupils whose circumstances make them vulnerable.

The governing body has provided satisfactory support to the school over time, but its monitoring and evaluation of the work of the school is underdeveloped. Under the leadership of the ambitious Chair of the Governing Body, members have recently undertaken an audit of their role and produced good action plans to improve governance. They give safeguarding a high priority and rigorously review health and safety and child protection procedures to ensure pupils' safety. Links with parents and carers are satisfactory and they are positive about nearly all aspects of the school's work. The school is a very cohesive community where every pupil's rights are respected. School leaders and the governing body have acknowledged, rightly, the need to enhance pupils' understanding of the life and culture of people in other parts of United Kingdom and the world. They have developed a detailed community cohesion action plan to address this.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The childcare provided for children is of good quality and promotes all aspects of their development well. There is a good range of activities, covering all areas of learning, which supports their communication skills and their physical, social and emotional development. There are good opportunities to play and learn both indoors and outdoors. The outdoors provision provides particularly good opportunities for physical development. Security and safeguarding arrangements are good, with full adult supervision. The childcare complies with requirements for registration and the management of this facility is good.

Children join the nursery with skills that are below what might be expected for their age. They make good progress in the nursery and satisfactory progress in the Reception class. Staff work well to ensure that children settle quickly. Children's behaviour is good and they demonstrate enjoyment in their learning. When children begin in Reception, their skill levels are still below those expected for their age, particularly in communication, language and literacy and personal, social and emotional development. They make satisfactory progress because of satisfactory provision, but there are insufficient opportunities for children to use the outdoor area in a constructive way due to the constraints of the present site. This limits learning. The Nursery and Reception classes are on separate sites which prevents children from learning and playing together. The new school building will have Nursery and Reception classes in adjacent rooms on the same site. Children respond with enthusiasm when they are encouraged to take an active part in lessons and there is a good balance between activities that children choose for themselves and those that are teacher led. The class teacher is well supported by teaching assistants. They share information about individual children to ensure that they feel safe and well cared for. The staff's use of assessment to match activities to children's needs is satisfactory. However, boys' writing is not developing well enough because they are not getting enough

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

opportunities or guidance to practise their skills effectively in this area. Leadership and management are satisfactory because the monitoring of teaching is not sufficiently rigorous to secure the improvements that are needed to accelerate children's progress further.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The views of parents and carers about the school are very positive. They particularly like the fact that their children enjoy school and feel that the school keeps their children safe. There was over 90% agreement for all statements in the questionnaire. Inspection findings endorse the majority of the parents' and carers' responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Quarry Bank Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 348 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	63	36	35	2	2	0	0
The school keeps my child safe	63	61	38	37	2	2	0	0
My school informs me about my child's progress	55	52	43	41	3	3	1	1
My child is making enough progress at this school	55	53	43	41	2	2	2	2
The teaching is good at this school	54	52	48	46	1	1	0	0
The school helps me to support my child's learning	46	44	52	50	2	2	1	1
The school helps my child to have a healthy lifestyle	42	40	61	59	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	40	56	54	2	2	0	0
The school meets my child's particular needs	43	41	58	56	0	0	2	2
The school deals effectively with unacceptable behaviour	46	44	50	48	4	4	2	2
The school takes account of my suggestions and concerns	42	46	57	55	2	2	1	1
The school is led and managed effectively	47	46	55	53	0	0	0	0
Overall, I am happy with my child's experience at this school	61	59	40	38	0	0	2	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 February 2011

Dear Pupils

Inspection of Quarry Bank Primary School, Brierley Hill, DY5 2AD

Thank you for making us feel so very welcome and for answering all our questions when we visited recently to inspect your school. We concluded that yours is a satisfactory school in which you receive lots of help from your teachers and teaching assistants to enable you to make satisfactory progress.

We were pleased to learn that you and most of your parents and carers are very happy with the quality of education you receive. It is good to know that you feel safe in school and your teachers give you good guidance and support. Your good behaviour is helping you to make positive gains in your learning and creates a very happy school community where you all care well for each other. You are working hard to learn new things in most lessons and your work is getting better.

We want you to do better in mathematics and English, so that you achieve what you are capable of in these subjects. We have asked your headteacher and the other teachers to give you more opportunities to improve your writing skills. We have also asked them to improve standards in mathematics by giving you more opportunities to undertake problem-solving activities. We have asked the school to make sure your teachers always look closely to check how well you are learning in lessons. We also want your teachers to make sure you know what is good about your work and what you need to do next to improve your learning. We want them to make sure work is always difficult enough for you, especially for those of you who sometimes find lessons too easy. We have also asked the teachers who look after subjects to look very carefully at how well you are doing and to see how to help you more.

You can help with these improvements by continuing to work hard and to do your best at all times. If you find your work too easy, you must not be afraid to ask for more challenging work. The inspection team wishes you all the very best for the future.

Yours sincerely

David Edwards
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.