

Wallbrook Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 103783 |
| Local Authority | Dudley |
| Inspection number | 355458 |
| Inspection dates | 23–24 November 2010 |
| Reporting inspector | Krishan Sharma |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 216 |
| Appropriate authority | The governing body |
| Chair | Deborah Forbes-Ritte |
| Headteacher | Clare Longden |
| Date of previous school inspection | 31 October 2007 |
| School address | Off Bradleys Lane Bilston WV14 8YP |
| Telephone number | 01384 818985 |
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Introduction

This inspection was carried out by three additional inspectors, who observed 11 teachers and 21 lessons or parts of lessons. Meetings were held with two members of the governing body, middle and senior leaders and a group of pupils. They looked at some of the school's policies and procedures, samples of pupils' written work and the tracking data used to monitor their progress. Responses from 32 parental questionnaires were analysed, as well as those completed by Key Stage 2 pupils and by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well do pupils progress as they move through the school, particularly in Key Stage 1?
- How consistent is the quality of teaching in meeting the needs and interests of pupils across the school, particularly of the more-able?
- How rigorous are the school's monitoring and evaluation and to what extent do they contribute to school improvement?
- How effective have the measures taken to improve attendance been?

Information about the school

Wallbrook is an average-sized primary school. A very large majority of pupils come from White British backgrounds. Few are from minority ethnic groups and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is well above average, as is the proportion of those with special educational needs and/or disabilities. Their needs relate mostly to moderate learning difficulties. The school holds national Healthy Schools status and the Silver Eco-Schools Award. There is a breakfast club, which is managed by the governing body.

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

Wallbrook Primary School provides a satisfactory quality of education. It has some good features, particularly in areas relating to pupils' personal development and in the level of care provided for them. Pupils' understanding of the need to stay healthy has been strengthened by work the school has undertaken to achieve the Healthy Schools status. The school enjoys a good relationship with its parents and carers, who feel they are kept fully informed about their children's progress.

Pupils make a good start in Reception. Most of them continue to make steady but variable progress as they move through the school. It is satisfactory in Key Stage 1 but gains momentum towards the end of Key Stage 2, where many pupils show good progress. However, those with special educational needs and/or disabilities make good progress throughout due to the school's effective support for them. Some of the more-able pupils make slower progress because, in some lessons, teachers do not provide sufficiently challenging work for them. Attainment is average by the end of Year 6. It remains relatively weaker in pupils' writing skills because they do not have sufficient opportunities to practise them across the curriculum. In mathematics, most pupils can handle basic operations appropriate for their ages, but their skills in applying them in solving real-life practical problems are limited.

Teaching is variable but satisfactory overall. In the better lessons, teachers hold high expectations and plan for the wide range of ability in the class. In such lessons, teachers assess pupils' progress regularly and accurately, and make use of the assessment to adjust their subsequent planning to provide a better match and further challenge. In the satisfactory or occasional inadequate lessons, some of this good practice is not always present. In general, the variability in teaching is mirrored in the variable progress pupils make as they move through the school.

The effectiveness of self-evaluation is satisfactory. It has assisted the school to secure adequate improvement in most of the areas highlighted in the previous inspection. It also underpins its satisfactory capacity to improve further. The collection and analysis of data are now well-established and regularly used features. However, as yet, the monitoring of teaching and learning and the scrutiny of pupils' written work are insufficiently focused on pupils' progress. The middle leaders are involved but their monitoring and evaluation skills are not as strong as they need to be to gain a fuller view of pupils' performance. The governing body is supportive of the school. However, its evaluation of the school's work is not focused enough on pupils' learning and progress and the factors in the school that contribute to them.

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What does the school need to do to improve further?

- Accelerate pupils' progress across the school by:
 - eliminating the variability in the quality of teaching so that all lessons are good or better
 - ensuring that teachers plan to meet the needs and interests of all groups in lessons and have high expectations, particularly for the more-able
 - using assessment to build upon their prior learning and to extend it further
 - improving pupils' writing skills so that they are confident in using them in different subjects
 - promoting the application of their mathematical skills in solving meaningful problems.
- Bring rigour to monitoring and evaluation by:
 - ensuring that all monitoring and evaluation activities, particularly observations of teaching and the scrutiny of pupils' written work, are focused on pupils' learning and progress
 - sharpening the monitoring and evaluation skills of leaders at all levels
 - engaging the governing body in evaluating the work of the school, particularly the impact of classroom practice on outcomes for pupils.
- 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.

Outcomes for individuals and groups of pupils

3

Most pupils are interested in their work and work steadily. Behaviour is good in lessons and this helps pupils to stay on task. Their concentration is greater when the activities offered are challenging. In one Year 6 lesson, pupils wrote instructions for making a raft. They were supported by the teachers' careful guidance, which left room for pupils to use their own initiative. The task required concentration and meticulous planning. Most of them rose to the occasion and drafted workable instructions. Occasionally, however, when lessons are too ambitious or have unclear aims, pupils show little enthusiasm for learning and make insufficient progress.

Children enter Reception with skills and understanding that are well below the levels expected for their age. Although they make good progress, their attainment remains below that expected on entry to Year 1. As pupils move through the school, their progress is uneven but is satisfactory overall. In Key Stage 1, pupils make steady progress; it gains momentum as they progress through Key Stage 2. Consequently, by the time pupils leave the school their attainment is broadly average. Pupils with special educational needs and/or disabilities and those from minority ethnic groups make good progress due to the concentrated support they receive.

Pupils feel safe at school and are aware of their responsibility towards others. Pupils are keen to take on some responsibility for a range of tasks for their classes and the whole school. They care about others in their community and support good causes. Their sound

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achievement in the basic skills and well-developed personal and social skills prepare them satisfactorily for the next stage of their education. They have a good awareness of what is acceptable and what is not. Pupils are always prepared to reflect on their own and others' experiences, and learn to respect differences of opinions. They are becoming increasingly aware of the cultural diversity present in and around their area. Different ethnic groups get on well with each other.

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 | 2 |
| 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 | 2 |
| 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 | 2 |

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?

Teaching ranges from inadequate to good. In the good lessons, teachers make it clear what they expect pupils to learn during the lesson. Their instructions, explanations and questioning show good subject knowledge. The additional adults are judiciously deployed to maximise the learning of identified pupils. As a result, these groups, including those with special educational needs and/or disabilities are progressing well. Pupils' progress is regularly assessed towards the end of lessons. Targets set for individual pupils are also assessed, so that teachers know when they have achieved them. Such good practice is not always found in lessons that are satisfactory and occasionally inadequate.

The curriculum is satisfactorily matched to pupils' needs and interests. Even so, those with special educational needs and/or disabilities are currently better served than the more-able. Basic skills remain a key focus, although opportunities for pupils to practise them in other subjects are limited. The use of information and communication technology to

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support learning in other subjects is inconsistent. The range of enrichment activities offered, including those in collaboration with other schools, local networks and educational visits, all add to pupils' learning and enjoyment.

Pastoral care is good. It ensures that pupils who need additional support and guidance get them regularly, either within the school or from external agencies. Pupils whose circumstances make them vulnerable and who find learning difficult receive practical support. As a result, their confidence grows and their achievement improves. The school is able to show that its promotion of good attendance is paying off. Currently, the attendance of all sizeable groups is average and fewer pupils are persistently absent. Induction arrangements are working well and ensure a smooth entry for new arrivals and the transfer of leavers at the end of Year 6. Pupils attending the breakfast club are well catered for.

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?

The headteacher, ably assisted by the deputy head, has established a clear set of suitable priorities for improvement. Raising standards and improving pupils' personal qualities remain part of the senior leaders' ambition for the school. Increasingly, targets set are challenging. The regular collection and collation of data are effectively used in tracking the progress of individual pupils as well as different groups. As a result, pupils who would benefit from additional support are identified. The data also informs the half-termly meetings with teachers to discuss their pupils' progress. The checking of the quality of teaching is not always sufficiently focused on pupils' learning and progress in lessons and in their written work. Consequently, at times, senior leaders reach a generous, rather than an accurate view of the effectiveness of teaching in the school. The governing body knows many of the school's strengths, but it is less clear about its weaknesses, particularly those relating to the impact of classroom practice on pupils' learning and progress.

Effective use is made of a range of external partnerships to augment the school's own provision, particularly in areas, such as, sports, modern foreign languages and special educational needs. The school is committed to ensuring that all groups of pupils are fairly treated and that no pupil is discriminated against. Even so, the promotion of equal opportunities is satisfactory because the progress of the more-able is variable. The safeguarding procedures in place meet requirements and their implementation follows the known good practice. Staff are fully trained and their consistent application of procedures ensure pupils' well-being. Links with the local community are developing. The school has

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taken steps to reach out to communities further afield, for instance, links to a school in France have increased pupils' global awareness.

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 | 2 |
| 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

Most children make good progress from their starting points on entry to Reception in most areas of their learning. Their gains in personal and social skills are particularly good. As a result of the effective induction, children settle in very quickly and happily join in the wide range of activities offered to them. There has been a steady rise in attainment over recent years. The regular provision ensures children learn to link letters with their sounds and to count objects. During the inspection, in one teaching session, children felt wet grass and were keen to offer interesting words and phrases of their own to describe it. Adults use spontaneous opportunities, such as, the sudden appearance of a helicopter to extend children's vocabulary. Children behave responsibly and care about their own and others' safety as they move around. Relationships with adults and other children are good. Planning ensures a good mixture of activities - some led by adults and others that are child-initiated. Even so, the more-able children are not always challenged enough. Adults make close observation of children at work and play and assess accurately their progress. The effective leadership ensures that all adults remain focused on promoting children's learning and development. There is a strong team spirit and ambition to do well. Links with parents are valued and used to exchange mutually useful information.

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These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

Parents and carers' response to the questionnaires is below average for primary schools. Of those who responded, the vast majority agree with all 13 questionnaire statements. They feel their children like being at school and make enough progress. Parents and carers believe that teaching as well as the leadership and management of the school are good. The inspection team judged that there were strengths in all these areas, but there were also weaknesses, which are reflected in the recommendations made in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wallbrook 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 216 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 16 | 50 | 15 | 47 | 0 | 0 | 1 | 3 |
| The school keeps my child safe | 22 | 69 | 8 | 25 | 1 | 3 | 0 | 0 |
| My school informs me about my child's progress | 21 | 66 | 10 | 31 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 20 | 63 | 12 | 38 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 19 | 59 | 12 | 38 | 1 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 20 | 63 | 12 | 38 | 0 | 0 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 15 | 47 | 17 | 53 | 0 | 0 | 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) | 17 | 53 | 13 | 41 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 18 | 56 | 13 | 41 | 1 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 19 | 59 | 12 | 38 | 0 | 0 | 1 | 3 |
| The school takes account of my suggestions and concerns | 18 | 56 | 12 | 38 | 2 | 6 | 0 | 0 |
| The school is led and managed effectively | 20 | 63 | 11 | 34 | 0 | 0 | 1 | 3 |
| Overall, I am happy with my child's experience at this school | 21 | 66 | 10 | 31 | 0 | 0 | 1 | 3 |

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 | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



25 November 2010

Dear Pupils

Inspection of Wallbrook Primary School, Bilston, WV14 8YP

Thank you very much for welcoming the inspection team to your school. We enjoyed talking to you about your work. Special thanks to the group of pupils who came to meet one of the inspectors to share your views about the school. We judged your school to be satisfactory. This means that it is doing some things well and there are some things it could do better.

These are the things we found out about your school.

Most of you in Key Stages 1 and 2 make satisfactory progress; it gets better as you move through the school.

Those of you in Reception make good progress.

You achieve average standards by the time you leave your school at the end of Year 6.

You say that you feel safe at school and your parents and carers agree with you.

You have a good understanding of the need to stay healthy.

Your behaviour is good in lessons and in and around the school.

Adults in the school take good care of you.

To improve your school further, the headteacher, other teachers and the governing body should make sure that:

- you make faster progress, particularly in writing and in using your mathematical skills to solve problems.
- they check thoroughly how well you are doing in lessons and in your written work.

You can also play your part by trying harder with your writing.

Yours sincerely

Krishan Sharma

Lead inspector

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