

Bushbury Hill Primary School

Old Fallings Lane, Bushbury, Wolverhampton, WV10 8BY

Inspection dates 11–12 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The pupils' achievement in writing is not as good as it should be. The teachers are not making the most of opportunities for pupils to improve their writing in other subjects. Nor are they doing enough to help pupils to develop a good style of handwriting.
- Some teachers do not maintain the high expectations that they have in English and mathematics when they are teaching other subjects.
- Not all leaders are robust enough when checking that the quality of work is of a high standard in all subjects.
- Some of the checks on the quality of teaching, carried out by leaders, are not focused sharply enough on the pupils' learning and progress.
- Adults who work alongside the teachers do not always provide support that is just at the right level to fully benefit all disabled pupils and those who have special educational needs.

The school has the following strengths

- The pupils' progress in reading and mathematics has increased sharply over the last two years, and by the end of Year 6 pupils now reach average standards in these subjects.
- The headteacher has successfully focused on improving the teaching of reading. As a result, pupils are making faster progress because early reading skills are taught systematically.
- The pupils enjoy school and say they feel safe. They behave well and are proud of their new school building.
- The governing body frequently checks how well the school is performing through the work of its evaluation committee.
- Pupils with emotional and behavioural difficulties are supported effectively so that their behaviour improves and they make faster progress in lessons.

Information about this inspection

- The inspectors visited 22 lessons and, in addition, visited each class to look at the progress of disabled pupils and those who have special educational needs.
- The inspection team scrutinised a range of documents including the school improvement plan and policies about keeping pupils safe. The team members also examined the work in pupils' books.
- The inspectors held discussions with pupils, teachers, the headteacher, the Chair of the Governing Body, and a local authority officer.
- The views of four parents and carers were analysed through the Parent View website. The inspectors spoke to a number of parents and carers at the start and end of the school day.
- The inspectors also considered the views expressed in questionnaires returned by members of the school staff.

Inspection team

Christopher Parker, Lead inspector	Additional Inspector
Sarah Noble	Additional Inspector
Philip Scull	Additional Inspector

Full report

Information about this school

- The number of pupils on roll is very close to the national average for primary schools.
- Almost all of the pupils speak English as their first language.
- The proportion of pupils known to be eligible for the pupil premium, which is extra government funding provided to the school, is much higher than in most schools.
- The proportion of disabled pupils and those who have special educational needs supported at 'school action' is high.
- The proportion of pupils who are supported at 'school action plus' or have a statement of special educational needs is much higher than the national average.
- The school has an additional resource base for pupils with emotional and behavioural difficulties. Currently there are six pupils, all with statements of special educational needs, who are all supported in mainstream classes.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- The headteacher was appointed last year.
- Three new teachers have recently joined the school.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good and better by:
 - maintaining high expectations in lessons in all subjects
 - ensuring that pupils' work is the best that they can produce in every subject
 - making full and effective use of the adults who work alongside the teachers to help disabled pupils and those who have special educational needs to make faster progress by ensuring tasks are tailored sharply to what they need to learn next.
- Increase the rate of pupils' progress in writing by:
 - teaching all pupils to develop a fluent style of handwriting, and expecting them to use it in their work
 - providing more opportunities for pupils to practise and extend their writing skills in other subjects
 - transferring the good marking and feedback used in literacy to writing in other subjects.
- Improve the effectiveness of all leaders by ensuring they:
 - check that high standards are expected and maintained in all subjects
 - focus sharply on the impact of teaching on pupils' learning and progress when checking the quality of teaching.

Inspection judgements

The achievement of pupils

requires improvement

- Children in the Early Years Foundation Stage made good progress last year. Most children start school with much less well-developed skills than expected for their age. Over the last few years more and more children have reached the level expected of them by the end of the Reception Year.
- The progress that pupils make is getting faster. The proportion of pupils making the expected progress in reading and mathematics is now similar to that made by pupils in most schools. Last year, one fifth of the pupils, many more than in previous years, made better than expected progress to reach the higher level of attainment, in both English and mathematics by the end of Year 6.
- The progress made by pupils in writing has not increased at the same pace. Attainment in writing is still below the level expected at the end of Year 2 and Year 6. Pupils make the progress expected of them, but few make faster progress which would close the gaps in their knowledge and skills in writing.
- The pupils supported by the extra money from the pupil premium made good progress in reading last year. The money was used to buy resources and training for staff to improve the teaching of early reading and the sounds that letters make. The additional resources and training also benefited all pupils.
- The improvements in reading have helped to increase progress in other subjects. Pupils are not making good progress in other subjects, however, because they are not given enough interesting opportunities to write. The pupils' writing that results from literacy lessons is often of a higher standard than that seen in other subjects.
- The progress made by disabled pupils and those who have special educational needs is improving in line with that made by other pupils. It is not as fast as it could be, because some of the support that they receive is not tailored sharply enough to what they need to learn next. Some tasks are not linked carefully enough to the targets which they have been set.
- Pupils with statements of special educational need for their emotional and behavioural difficulties are well supported throughout the school day. The adults who support them help them to manage their behaviour successfully so that they make faster progress and increasingly close the gaps that have resulted from the difficulties they have faced.

The quality of teaching

requires improvement

- The teaching is good in some lessons, but in others it requires improvement. Improvements in the teaching of reading and mathematics have raised attainment. The teaching of other subjects, and particularly the teaching of writing in other subjects, is not helping the pupils to improve their writing skills rapidly and catch up with pupils in other schools.
- The teaching of early reading is systematic. This is the main reason for improved attainment in reading throughout the school. Mathematics is generally well taught. This was the case in a Year 4 lesson where the teacher set the pupils a series of problems which she then modified so that they were at the right level to make all of them think hard.

- The teachers plan interesting activities which engage the pupils. In a science lesson linked to the story *Stig of the Dump*, the teacher, in the role of Stig, encouraged the pupils to think about what effect diet was having on Stig's teeth. The pupils gained much from this part of the lesson, but the task which followed did not capitalise on their enthusiasm or extend their writing skills.
- Some aspects of writing are well taught. Year 6 pupils made good gains in their knowledge of main and subordinate clauses in sentences. The teaching was fast paced and well informed. In this lesson, the teacher and adults working with her, ensured that all pupils made equally good progress because the tasks successfully built on what they already knew.
- Heightened expectations underpin the many improvements in attainment and progress. However, the same high expectations are not always as evident in the pupils' writing in some subjects as they are in their literacy work. Similarly, pupils form their letters correctly in their handwriting books, but too often this is not evident in their other work.
- The marking of the pupils' writing, and the feedback that the teachers give the pupils, is good in their literacy books. Older pupils respond positively to their teachers' comments. The pupils' writing in other subjects is not marked or commented on to the same degree, and in some cases basic errors and mistakes are not rectified.
- The teaching in the Early Years Foundation Stage successfully settles the children into the routines of school life. The teaching of early knowledge of letters and sounds lays a secure foundation for later reading. Some opportunities to help the children to make faster progress are missed, because adults are not consistently helping them to improve their speaking.

The behaviour and safety of pupils are good

- The pupils want to learn. Children in the Early Years Foundation learn to share and work together. Older pupils collaborate well and listen to their teachers carefully. Pupils concentrate well in lessons. When they are given tasks that they have to think hard to tackle, they respond well. Around the school, for example when going to assemblies, they behave very well.
 - Those pupils with emotional and behavioural difficulties are well supported and they settle well into mainstream classes. As a result, they make big improvements in their behaviour, and some make good progress in their work. The school works effectively with parents and carers and support agencies to remove the barriers that prevent these pupils from doing well in lessons.
 - Over the last two years attendance has improved markedly, and is now broadly average. Good attendance is strongly promoted through rewards and a weekly class competition. The school's welfare officer has also successfully reduced the amount of persistent absence, although there are still a very few pupils who do not attend regularly enough.
 - Pupils say they feel safe, and that behaviour in lessons and on the playground are good. They say that lessons are rarely interrupted by poor behaviour. The pupils feel that the new school building has helped to improve attitudes. They are proud of it, and welcome the additional play resources that are available at playtimes.
 - Pupils have few concerns about bullying. Discussions with pupils indicate that name-calling is rare, and that it is not linked to race or culture. Older pupils talked about how they have been taught to 'make the right choices'. The school's values are posted around the building as a
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reminder of the good behaviour expected at all times.

The leadership and management requires improvement

- The headteacher has given the school clear and well-focused leadership. This has resulted in much-improved attainment by the end of Year 6. The new building has heightened the expectations placed on both staff and pupils to perform well. Leaders are ambitious for the school.
 - The headteacher has a clear plan for further improvement. Improving the pupils' writing is, rightly, at the heart of this year's thrust to raise standards further. The headteacher and other leaders frequently check the quality of teaching, but not all are focused sharply enough on the impact of teaching on pupils' learning and progress.
 - The headteacher sets the teachers demanding targets. They are linked closely to the progress of the pupils in the class that they teach. Decisions on whether teachers should be paid more are carefully considered, but only granted if a teacher's performance warrants it. Recent appointments have been made with the expressed intention of strengthening the teaching team.
 - The arrangements for supporting disabled pupils and those who have special educational needs are appropriately planned. However, the support is not always delivered as effectively as it could be. Sometimes the adults assisting these pupils simply react to misunderstandings, rather than teaching precisely what each pupil needs to know next.
 - The school is developing a more 'creative' curriculum. The curriculum provides interesting opportunities for the pupils, but links between subjects are not yet well established. While content from different subjects is used well in literacy, the opportunities to extend and enhance pupils' writing skills in, for example, science and history are not exploited well enough.
 - The pupils' spiritual, moral, social and cultural development is enhanced through lessons and a wide range of clubs, activities, trips and visits. A trip to the theatre, in London, to see *Shrek the Musical* was a new experience for many Year 2 pupils which they greatly enjoyed. Pupils are also given opportunities to take on responsibilities such as school councillors and eco-warriors.
 - The local authority provides a range of support. It carried out a full review of the school last year, and as a result, it arranged support through the 'teaching school' and another outstanding school. The teacher who leads literacy is working closely with both of these schools to improve the standard of pupils' writing.
- **The governance of the school:**
- The governing body increasingly challenges the school to improve its performance. It sets the headteacher clear targets, which have had a positive impact on attainment in reading.
 - The Chair of the Governing Body and the vice-chair are frequently involved in checking the quality of teaching. The evaluation committee is also heavily involved in checking that the school's plans for improvement are having an impact on the pupils' performance.
 - The governing body has a good overview of what the school is doing well, and where improvements are needed. It makes a full contribution to setting targets in the school's plans for improvement and carefully considers the spending of the pupil premium.
 - The governing body ensures that all of the necessary steps are taken to keep the pupils safe.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104290
Local authority	Wolverhampton
Inspection number	404936

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair	Graham Warner
Headteacher	Leigh Smith
Date of previous school inspection	27 September 2010
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