

# Wallbrook Primary School

Off Bradleys Lane, Coseley, Bilston, WV14 8YP

**Inspection dates** 7–8 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Not enough pupils are working above the expectations for their age, particularly in English. Standards in English are lower than in mathematics.
- There is not enough good teaching to ensure pupils make consistently good progress and achieve as well as they are able.
- In some lessons the pace of learning is too slow. This is because pupils have to listen to their teachers for too long and they are not given enough opportunity to work on their own.
- Teachers do not always set sufficiently challenging tasks and good practice in teaching is not shared throughout the school.
- Adults who work with teachers in lessons are not always used effectively to improve pupils' learning.
- Leadership, including the governing body, requires improvement because it has not yet ensured that all groups of pupils make good progress.

### The school has the following strengths

- Governors are well informed and are committed to help the school improve.
- The headteacher is determined to raise standards, and is clear about what needs to be done to improve teaching and learning.
- The teaching of early reading skills is good and pupils make good progress in learning the names of letters and the sound they make (phonics).
- Pupils feel safe and behave well around school. They have confidence in their teachers to deal with any problems.
- The provision of pupils' spiritual, moral, social and cultural development is good. Its impact is seen in the calm atmosphere of the school and the polite and respectful manners of the pupils.

## Information about this inspection

- Inspectors observed 24 lessons, two of which were jointly observed with the headteacher, two assemblies, and visited a series of phonics sessions. They also listened to pupils read and analysed work in pupils' books.
- Meetings were held with staff, governors, groups of pupils, and a representative from the local authority. Inspectors spoke to a number of parents and carers at the start of the school day.
- The inspectors looked at a range of school documents relating to pupils' progress, attainment, and attendance. They scrutinised school improvement plans, the school's own monitoring and evaluation information, records relating to behaviour, and arrangements for safeguarding.
- Insufficient responses were made by parents and carers to register on the online questionnaire Parent View.
- Inspectors took account of the 17 questionnaires completed by staff.

## Inspection team

Ann Behan, Lead inspector

Additional Inspector

Jonathan Smart

Additional Inspector

Steven Cartlidge

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The large majority of pupils come from White British backgrounds and speak English as their first language. A small proportion of pupils are from Gypsy and Romany backgrounds.
- A well-above-average proportion of pupils are known to be eligible for the pupil premium. In this school it provides additional funding for pupils known to be eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average, but the proportion supported at school action plus or through a statement of special educational needs is well above average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school introduced pre-school provision in September 2012. The Nursery provides one part-time class in the morning and one in the afternoon.
- Four newly qualified teachers joined the school in September 2012.

### What does the school need to do to improve further?

- Increase pupils' progress through improving the quality of teaching so that it is consistently good or better by making sure that:
  - teachers always plan activities that are accurately matched to the needs and abilities of all pupils so that lessons run at a brisk pace and pupils remain engaged in their learning at all times
  - teachers do not talk for too long before getting pupils to start their work, giving pupils more time and opportunities to work by themselves and explore their own ideas
  - in marking of their work, pupils are given clear guidance on their next steps in learning, and are allowed time to respond to the comments in their books.
- Ensure that leaders and managers at all levels promote good achievement by:
  - sharing good practice within school more widely to improve weaker aspects of teaching
  - deploying teaching assistants and additional adult support in a more effective way to support pupils in their learning.
- Ensure that governors use their detailed knowledge of the work of the school to challenge the headteacher and other leaders and managers in order to improve the quality of teaching and learning so that pupils' achievement is good or better.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start school with skills and knowledge that are well below those expected for their age particularly in aspects of communication, language and literacy.
- In Reception and Year 1, pupils make good progress in their learning of phonics so that by the end of Year 1 their reading is broadly in line with what would be expected, and for some groups of pupils they are above, for example for girls and Gypsy and Romany pupils. In the recently introduced Nursery provision children are making good progress given their starting points.
- In Key Stage 1 pupils make progress in line with expectations but progress in writing is not as strong as in reading and mathematics, although recent school assessment and observations during the inspection show that the standard of writing is improving.
- Leaders and managers have focused on improving pupils' progress in mathematics and there has been an upward trend in the school's results by the end of Year 6. However, pupils' progress in English is still below what would be expected. Teachers have recently adopted a whole-school initiative to promote the enjoyment of reading, and a new system of guided reading has been introduced.
- Whilst overall progress at the end of Year 6 is broadly in line with the national average, not enough pupils are attaining at the higher levels. Improvements have been made in mathematics but pupils reaching higher levels in English are still well below average. Different groups of pupils, particularly boys and higher-attaining pupils, do not always do as well as they should because work is not always appropriate or set at the right level.
- Progress of disabled pupils, those who have special educational needs and those supported by pupils' premium funding, is similar to the progress made by all pupils. In some cases individual pupils make faster progress because they receive extra teaching and support that is of a high quality. In 2012 those pupils who were eligible for free school meals attained a higher average point score in mathematics than all other pupils and in English their average point score was just below all other pupils. The gap between those eligible for free school meals and all others is narrowing for both subjects.

### The quality of teaching

### requires improvement

- Teaching requires improvement because the quality varies too much, and not enough is good. This means that pupils are not making consistently good progress, particularly in English.
- In weaker lessons work is not planned to match pupils' abilities. For example, sometimes pupils sit for too long listening to explanations from the teacher about what they will be doing. This limits the opportunities for pupils to work alone or in groups to explore their own ideas.
- In the best lessons, teaching is fast-paced and teachers display good subject knowledge. They use a wide range of teaching methods to engage and maintain pupils' interest. In a Year 4 mathematics lesson pupils were pretending to be Merlin the magician. They worked in groups to compete to make the best potion to kill a dragon. They developed their numeracy skills to calculate how to use different amounts and combinations of ingredients to make a litre of potion, and practised speaking, listening and writing skills to share ideas in the team to produce a

presentation for the rest of the class. The teacher and teaching assistant provided good support and challenge to individuals and groups and pupils' learning and progress were good.

- Where teaching has improved, for example in mathematics, it is because staff have shared ideas, received good training and support from local authority consultants, and there has been a whole school focus on improving pupils' progress in mathematics. This concentrated sharing of good practice has not been used consistently in other areas of teaching and subjects.
- The teaching of phonics is good. Sessions observed by inspectors showed pupils grouped together by ability, making good progress and enjoying activities that developed their skills in sounding and blending letters to read unfamiliar words.
- There is some good-quality marking which shows pupils what they have done well and explains how to improve further, inviting pupils to respond to comments. However, this is not consistent throughout the school.
- The influence of teaching assistants to assist pupils' learning varies. When they are used effectively they have a clear planned focus for their support with groups or individual pupils, in lessons and in separate activities, and these pupils make quick gains in their learning. However, in some lessons this support is less effective because the assistants are not sufficiently guided by teachers.

### **The behaviour and safety of pupils are good**

- Pupils are respectful, behave well in lessons and around school, and understand why this is important. They are friendly and polite, respect each other's views and listen to one another in lessons.
- Pupils have positive attitudes to learning and, when given the opportunity, contribute well in lessons. However, when they are required to sit and listen for too long, or given work that is not of the right level of challenge, they do not disrupt the learning of others but lose concentration and fidget instead of paying attention.
- Parents and carers spoken to during the inspection say that their children feel safe and happy at school and pupils confirm these views as correct. There is very little bullying and pupils told inspectors that they are confident that when it happens it is dealt with swiftly and effectively.
- Pupils speak about the lessons they have had to teach them how to manage situations that have risk and what to do if they need help. Older pupils have a good understanding of internet safety, and various kinds of bullying.
- The provision of pupils' spiritual, moral, social and cultural development is good. It contributes to the calm and friendly atmosphere in school and the pupils' respectful behaviour.
- Whilst attendance has improved it is still below the national average. The school has rigorous systems in place to monitor attendance and punctuality. Staff work hard to persuade parents and carers that it is important that pupils attend school regularly and that they are on time.

### **The leadership and management requires improvement**

- The headteacher and governors are ambitious for the school. They are keen to raised standards. However, their leadership and management requires improvement because they have not yet ensured that all groups of pupils make good or better progress.
  - School self-evaluation makes clear that the headteacher and governors are aware of the strengths of the school and the most important priorities for improvement. Their focus on improving teaching is accurate and they have put systems and support in place to achieve this. However, teaching is not improving at a fast enough rate and further work needs to be done so that teaching is good or better, and pupils' achievement is improved.
  - Tracking and assessment systems have improved since the previous inspection. These are used effectively to identify pupils who are not doing well enough and to target those who need additional support.
  - The school promotes equal opportunities well. Individual pupils have benefited from the additional funding the school receives for those who are known to be eligible for free school meals, and those in local authority care. These funds have been used effectively to provide more adult support in class and to give additional one-to-one support for pupils in developing their speaking, reading and numeracy skills. In addition, more appropriate resources to promote guided reading have been purchased.
  - The curriculum offers a good range of experience, including sport, music and outdoor activities. The school has an urban nature reserve in the school grounds to enhance pupils' understanding of the local environment and takes pupils on educational visits and residential trips. All of this provision enhances pupils' spiritual, moral, social and cultural provision.
  - The school works well with local partners, especially local primary and secondary schools, and has good relationships with parents and carers. Parents and carers spoken to during the inspection were positive about the school, felt that they were well informed and that their children were receiving a good education.
  - Staff morale is high. Responses from the questionnaire were positive about the school and reflect a shared commitment to improve standards in school.
  - The local authority has provided effective support through its consultants and advisors, particularly in improving the teaching of mathematics.
  - **The governance of the school:**
    - The governing body ensures that pupils are kept safe and that all statutory safeguarding requirements are fully in place. Governors have a good grasp of the school budget and are aware of how the pupil premium has been spent to improve pupil achievement. They meet with the headteacher and other leaders regularly to monitor the work of the school. They use school and national assessment data to compare the effectiveness of the school with others nationally. Governors are fully engaged in school self-evaluation and improvement, but do not use the performance management process rigorously enough to challenge the headteacher and other leaders to improve the quality of teaching and learning, and raise the attainment of pupils.
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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

<b>Unique reference number</b>	103783
<b>Local authority</b>	Dudley
<b>Inspection number</b>	404904

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Forbes-Ritte
<b>Headteacher</b>	Clare Longden
<b>Date of previous school inspection</b>	23 November 2011
<b>Telephone number</b>	01384 818985
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