

# The Bromley-Pensnett Primary School

Bromley, Pensnett, Brierley Hill, DY5 4PJ

**Inspection dates** 23–24 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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		Good	2

## Summary of key findings for parents and pupils

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

- Pupils leaving the school in 2013 did not meet the minimum standards expected of them before entering secondary school. Pupils currently in Year 6 are on track to do better this year.
- Although achievement of pupils is better than at the previous inspection, pupils are not making consistently good progress in writing and mathematics throughout the school.
- In some of the phonics sessions the content does not match the reading abilities of the pupils, and some of these sessions are too easy.
- Teachers do not always have high enough expectations of how well their pupils can achieve, and work is too easy for them, especially for the most able pupils within the class.
- Marking and feedback to pupils is inconsistent across the school. Some pupils know how well they are doing and what to do to get better, but others do not.
- Teaching is not consistently good throughout the school, and there is some that requires improvement so that pupils can achieve well all of the time in reading, writing and mathematics.

### The school has the following strengths

- Children learn well in the Foundation Stage, especially in developing their reading skills.
- Pupils' behaviour is good. They are considerate and thoughtful in how they move around the school and interact with each other in lessons and playtimes.
- Pupils' attendance is above the national average. Pupils are eager to learn in lessons. They enjoy their homework and are keen to achieve their best.
- The headteacher sets high standards for teaching and pupils' achievement, and her leadership, supported by other leaders and governors, has ensured that this is an improving school.
- Leaders have targets for improvement and the highest possible aspirations for the pupils and is highly supportive of them.
- Leadership and management of teaching has had a positive effect on improving the quality of teaching since the previous inspection.

## Information about this inspection

- Inspectors observed 21 lessons, with four lessons being jointly observed with the headteacher. In addition, inspectors made several other short visits to lessons.
- Discussions took place with senior and subject leaders, a representative from the local authority, the school improvement partner, the Chair of the Governing body and other members of the governing body.
- Inspectors held informal and formal conversations with pupils, and a range of pupils' work was reviewed
- School documents, such as those relating to safeguarding, attendance and pupils' progress and attainment were looked at.
- There were not enough responses to Parent View for the results to be seen, however inspectors considered other records of communications with parents.
- The views of 19 members of staff were taken into account through the staff questionnaires.

## Inspection team

Clare Saunders, Lead inspector

Additional Inspector

Rajeshree Mehta

Additional Inspector

Carol Deakin

Additional Inspector

## Full report

### Information about this school

- This is a larger than average- sized primary school, where the majority of pupils are of White British heritage.
- The proportion of pupils support by the pupil premium (additional funding from the government to support pupils who are looked after by local authority or who are eligible for free school meals) is more than twice the national average.
- The proportion of pupils who are disabled or who have special educational needs and who are supported by school action, school action plus or with a statement of special educational needs is above the national average.
- There is a Children’s Centre and a specialist Nursery which share the same site as the school. These are not managed by the school’s governing body, and were not part of this inspection.
- The headteacher was appointed in November 2013 after being in post in an acting capacity.
- The school did not meet the current government floor standards for 2013.

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

- Ensure that teaching is consistently good or better in all year groups in order to raise achievement for all pupils in reading, writing and mathematics by:
  - providing harder work for more able pupils so they can achieve higher levels
  - making sure that teachers have high expectations of what their pupils can achieve
  - providing regular marking and feedback to pupils so that all pupils know at what levels they are working at and exactly what they need to do in order to improve.
  
- Plan the teaching of phonics so that it matches the reading abilities of the pupils.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils leaving the school in 2013 did not reach the minimum standards set by the government as their overall achievement in mathematics, reading and writing was not high enough. However pupils currently in year 6 are on track to achieve better results this year and school data indicates they are on course to meet the floor standards in 2014. The standards that pupils are working at in other year groups has improved over the last year, with rising achievement in Key Stage 1.
- Although pupils' learning has improved since the previous inspection nevertheless, pupils are not yet making consistently good progress in mathematics or developing their writing skills consistently across all years as they move through the school.
- Pupils do make good progress in developing their reading skills throughout the school, and can use their understanding of phonics (the sounds that letters and sounds make) to read for pleasure. However, the content of the phonics sessions is sometimes too easy for some the pupils as it doesn't take into account the reading abilities of the pupils.
- Pupils who are disabled or who have special educational needs make progress in line with their peers. They benefit from tuition as individuals and in small groups, often after the introduction to the lesson is explained to the whole class by the teacher.
- Children enter Nursery with skills knowledge and understanding that are significantly below those expected for their age. Although they enter Key Stage 1 with skills that are overall below those expected for their age, they make good progress developing reading and mathematical skills.
- The attainment and progress of pupils supported by the pupil premium is improving to be closer to that of their peers, and in a few instances of those pupils currently in the school, exceeding it. The school allocates the pupil premium effectively by reducing class sizes and providing additional resources for eligible pupils. As a result, the attainment of pupils supported by the pupil premium in 2013 was four months behind their peers for mathematics, and eight months behind for reading and writing.
- Pupils are very keen to learn, and are eager to take part in the interesting activities that are common in many lessons. This is resulting in improving achievement across the school since the last inspection.

### The quality of teaching

### requires improvement

- Some lessons do not enable pupils to make good progress in developing their writing or mathematical skills. In these lessons, teachers do not have high enough expectations of the potential of their pupils, and do not take into account what the pupils have already learned and where they are competent in areas of a subject, so the learning activities in the lesson do not enable the pupils to learn more, but rather repeat what they already know. For example, in Key Stage 1 pupils repeat their learning of mathematics from Reception rather than apply new learning to new situations.
- The most able pupils in a class are not always given work that makes them think hard and aspire to achieve their best. For example, when the teacher is working with a small group of pupils on

understanding a text, other pupils are completing a task that is too easy. Whilst the pupils do this diligently, they are capable of tackling a harder task.

- There are some examples of good marking and informative feedback to pupils as to what they are learning, and how well they are doing, however this is not consistently applied throughout the school. Consequently some pupils know their targets and what they need to do to reach them, but others aren't quite sure. Similarly some pupils enjoy assessing their own work using stamps, and reflect on their own progress in this way, but others are unclear as to what they are looking for in their work.
- The quality of teaching has improved since the last inspection, with examples of good teaching observed. For instance, there are many opportunities for pupils to practise their writing skills outside of literacy lessons. For example, year 4 planned the structure carefully for an information text about mountains.
- Pupils value the homework they are given as an opportunity to practise what they have been doing in class. They know when it is set and when they have to hand it in. They are confident in tackling a range of homework tasks, as they say they have lots of examples shown to them to help them.
- Each classroom has lots of examples of pupils' work, celebrating their achievements. There are useful displays where pupils use the space to record their work in progress, and where there is practical help and examples to help them complete their work.
- Teaching assistants and teachers plan together to enable pupils who are disabled or who have special educational needs achieve in line with their peers. They know the abilities and potential of each pupil and through small group work and one-to-one support enable pupils to be fully included in the lesson.

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

- The behaviour of the pupils around the school is good. They are courteous and polite to their peers and to adults. They are mindful of how their behaviour as individuals affects others, and view themselves as part of a big family which is the school community.
- At lunchtime they take part in a range of activities, and eat in sociable groups in the dining room, calmly and without fuss. Older pupils make sure younger pupils are involved and happy.
- In lessons pupils are keen to learn, and eagerly take opportunities to take part in activities. For example, pupils enjoy acting out aspects of a story and working out how they can adapt or alter the story through the use of drama and drawing cartoons.
- They have equally high standards of behaviour in different subjects and with different members of staff, such as in PE where they watch closely as a PE expert coach models the quality of gymnastics expected of them, before recording each other to evaluate how well they are doing.
- Adults in the school reinforce high expectations of behaviour through their own high standards of professional behaviours such as listening carefully to each pupil's contribution. There is an effective system for rewarding good behaviour and learning which is used consistently throughout the school, however pupils need to be reminded from time to time the standards of behaviour expected from them.

- Pupils enjoy coming to school and this is shown by their attendance which is now above the national average. School leaders have taken effective action to ensure that good attendance is recognised by pupils and parents, and pupils particularly like the opportunity to have a day out at the beach if their attendance is consistently high.
- The school's work to keep the pupils safe and secure is good. Pupils have a clear understanding of how to keep themselves safe using the internet, such as not sharing passwords.
- There is little bullying that takes place, and it is dealt with swiftly by the teachers on the few occasions it does occur. Pupils are very clear that they know there is always an adult who will listen and support them if they need it.
- The forest school area is used well to encourage pupils to cooperate well together, develop an appreciation of the natural world and to learn to manage risk when working outdoors.

### **The leadership and management are good**

- The headteacher, who was appointed in November 2013 after a time as acting headteacher, provides strong leadership. She and her team of senior and subject leaders have clear targets for the future of the school, and the school's performance, for example, in the quality of teaching, is rapidly improving. They have the highest aspirations for their pupils' future.
- There is a planned programme of training and support for teachers, teaching assistants and those staff who are responsible for each Key Stage. This has focused on developing aspects of teaching, with the result that there is more good teaching now than at the previous inspection. Staff responsible for each Key Stage ensure that the impact of any new aspect is carefully monitored.
- Good leadership of the Foundation Stage ensures that children settle quickly, their individual needs are assessed, and that rapid acquisition of reading skills takes place.
- Leaders and governors allocate the pupil premium funding to bring about the maximum impact for eligible pupils, for example, by appointing additional staff so that class sizes in Years 1-3 are small, allowing for more interaction between teachers and teaching assistants with individual pupils. This is resulting in the gaps in achievement between these pupils closing with that of their peers, and in some instances pupils supported by the pupil premium achieve at a higher level than their classmates.
- The additional funding for PE is used to ensure that each class has high quality input from a professional sports coach each week. The coach works alongside the teachers, developing their understanding and confidence in teaching PE. Pupils are eager to take part in additional clubs (such as archery) run by the coach and by staff at lunchtime and after school, and pupils demonstrate an awareness of how to keep themselves healthy, for example, through eating a healthy diet.
- The curriculum has recently been re-designed to enable all pupils in the school to study a common theme. Currently it is China, so that throughout the year the pupils learn about China together. This includes researching the Chinese New Year, writing in Chinese, and sharing of their work through a variety of displays in the school.
- Pupils demonstrate good spiritual, moral, social and cultural awareness. They are encouraged to

reflect on their needs and those of others, and to view themselves as part of an extended family at school.

- The local authority provides effective support for the leadership of the school, for example providing a service for pupils' work to be moderated to ensure the accuracy of assessment, and an annual evaluation of the information for pupils' achievement.
  
- **The governance of the school:**
  - Governors have been more active in setting the strategic direction of the school since the last inspection. They have a good understanding of pupils' achievement and how to interpret the data the school gathers. The appointment of new parent governors have added to the energy and commitment shown by the governing body as a whole, and enable an informal link with the parents so that the views of more parents are sought as a matter of routine.
  - They have swiftly dealt with the teaching identified at the last inspection as being not of the standard they expect, and have put into place support to ensure that more of the features of good learning are seen in lessons more frequently. They recognise where there is good performance and award pay rises and praise those teachers and staff accordingly, and check that the management of the performance of all staff, including the headteacher, is leading to improvements in the quality of teaching and pupils' achievement.
  - Governors actively seek the views of the pupils, and regularly invite the school council to share their views, both formally through presentations to the full governing body, and also informally during their many visits to school.

## 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>	103812
<b>Local authority</b>	Dudley
<b>Inspection number</b>	431681

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Harborne
<b>Headteacher</b>	Helen Coles
<b>Date of previous school inspection</b>	30 October 2012
<b>Telephone number</b>	01384 816865
<b>Fax number</b>	01384 816865
<b>Email address</b>	office@bromley.dudley.sch.uk

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