

# Wallbrook Primary School

Off Bradleys Lane, Coseley, Bilston, WV14 8YP

**Inspection dates** 27–28 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Staffing disruption and long-term absence have adversely affected the achievement of some pupils.
- Pupils' progress is not consistently good because the quality of teaching is too variable.
- Not all pupils, particularly boys, do their best work and some pupils rely too heavily on adult support.
- Too few pupils in Key Stages 1 and 2 reach higher levels in reading, writing and mathematics because they lack the key skills needed to reach these levels.
- Some pupils, particularly the most able, are not always given hard enough work and are still catching up lost ground from past underachievement.
- Not enough teaching is good or better. Teachers do not always have high enough expectations of pupils' work or behaviour. As a result, pupils do not all listen well and get on with their work.
- The quality of marking is inconsistent. When teachers mark pupils' work they do not all let pupils know how to improve.
- Some teachers allow pupils to make careless mistakes and present their work badly. They do not consistently address these points in their marking.
- When senior leaders and governors check on the quality of teaching, they do not consider carefully enough the impact of teaching on pupils' learning or whether the amount of progress pupils make in lessons is good enough.

### The school has the following strengths

- Children achieve well in the Nursery and Reception classes because they enjoy their work.
- Reading is taught well and is raising pupils' attainment.
- The progress of pupils accelerates towards the end of Key Stage 2 through good teaching.
- Adults and pupils get along well together because they like each other. Pupils feel safe and are proud of their school.
- Attendance has improved and is currently above average.
- The school is using its additional funding well to close the gap between the attainment of its disadvantaged pupils and others.
- The headteacher has provided much needed stability and strong leadership through a period of staffing changes. Together with governors, she has successfully improved the overall quality of teaching.
- Governance has improved since the previous inspection. Governors have a better idea of what the school needs to do to sustain improvement.
- The school's 'Seagull Bay' nature area is of excellent quality and adds much to pupils' personal development and to their enjoyment of school.

## Information about this inspection

- Inspectors observed 16 lessons, four of which were seen together with senior leaders.
- Meetings were held with pupils, representatives of the governing body and the local authority, and staff, including senior and subject leaders.
- Inspectors listened to pupils read, looked at their past and present work and talked to them about their learning.
- The inspection team took account of 15 responses to the online parent questionnaire, (Parent View). They looked at the results of the school's own questionnaires and spoke informally with parents and carers.
- Inspectors looked at a range of documentation, including the school improvement plan, policies, and information about pupils' progress and attainment. They also scrutinised records of how the school sets targets for teachers to improve their work, and looked at child protection and safeguarding procedures.

## Inspection team

Kath Campbell, Lead inspector	Additional Inspector
Ian Colling	Additional Inspector
Suha Ahmad	Additional Inspector

## Full report

### Information about this school

- Wallbrook is an average-sized primary school.
- Children join the Nursery on a part-time basis in the term following their third birthday.
- Most pupils are White British. A small number of pupils speak English as an additional language.
- Over a half of the pupils are disadvantaged and eligible for pupil premium funding. The proportion is twice that found nationally. The pupil premium funding is additional funding for those pupils known to be eligible for free schools meals and those that are looked after by the local authority.
- Just over a fifth of pupils are disabled or have special educational needs. The proportion is higher than the national average.
- An above-average proportion of pupils joins and leaves at different times throughout the school year.
- The school has been through a period of considerable staffing changes since the previous inspection, including long-term absence at senior leadership level.
- Care for pupils before school is provided during term time. It is managed by the governing body and formed part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching by ensuring that teachers:
  - have consistently high expectations of pupils, including of their behaviour and attitudes towards work
  - use marking to give pupils clear guidance on what they need to do to improve their work and check more consistently that pupils respond to that guidance
  - find further ways to increase pupils', particularly boys', enthusiasm for learning
  - encourage pupils to think for themselves so that they do not rely too much on adult support
  - insist that written work is of a consistently good standard and well presented, with no basic spelling mistakes.
- Raise the proportion of pupils reaching higher levels in Key Stage 1 and Key Stage 2 in reading, writing and mathematics by ensuring that teachers:
  - always provide challenge for the most-able pupils so that they do not waste time doing work that is too easy for them
  - build up secure basic literacy and numeracy skills as pupils move through the school so that they are not held back from gaining the more advanced skills they need to reach higher levels.
- Strengthen leadership and management by making sure that when senior leaders and governors monitor the quality of lessons, they focus with greater precision on the impact of teaching on learning.

## Inspection judgements

### The leadership and management requires improvement

- Leadership and management require improvement because the school has not been able to sustain consistently good teaching. Although attainment has risen and the overall quality of teaching has improved, some pupils, particularly the most-able pupils, have not made enough progress. These pupils are still catching up lost ground from past underachievement. The situation is due partly to staffing difficulties since the previous inspection and partly to some teachers not expecting enough of pupils.
- Checks carried out by senior leaders on the quality of teaching give teachers good information on how to improve but do not focus sufficiently on whether individual pupils make good enough progress in lessons.
- The headteacher has a clear view of the areas that need to improve. She has high aspirations for pupils and successfully creates a positive climate for learning. She has been the major driving force behind the year-on-year rise in attainment since the previous inspection. Her strength and determination have provided much needed stability for staff and pupils during difficult times. She has taken decisive action by forming a new senior leadership team and by restructuring subject leadership. However, initiatives introduced to improve the consistency of teaching and raise attainment further have not yet had time to lead to continuous and rapid improvement in teaching and learning.
- Senior leaders support and work alongside teachers to improve performance. Good-quality training has improved teachers' professional development in, for example, the teaching of phonics (letters and sounds). Well-targeted training by a local authority consultant has also been effective because it has given teachers greater confidence in teaching mathematics.
- Subject leaders are developing the skills they need to know whether standards are high enough in their subjects. They have an accurate view of what needs to be done and have a greater involvement in checking whether pupils make enough progress.
- The Early Years Foundation Stage is well led and managed. Links with parents are particularly strong in this key stage, and parents contribute well to their children's learning, especially in helping them to read.
- The school has made good preparations for the changes to the National Curriculum. Pupils enjoy a wide range of rewarding learning experiences. Creative arts and regular use of visits and visitors greatly enhance pupils' enjoyment. The Forest School area (Seagull Bay) makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils learn about democratic processes through, for example, the election of prefects and school council members. They are well prepared for life in modern Britain, although their knowledge of different religions is not as strongly developed.
- All pupils are valued as individuals and have an equal chance of success. There is no discrimination. The school uses its pupil premium funding effectively and its impact is clear from the rapid narrowing of the gaps in attainment between disadvantaged pupils and others.
- Sports funding is used well to provide specialist training for staff. This has helped teachers to gain greater confidence in teaching the subject. In addition, pupils now have a larger range of sporting clubs and these strongly promote the school's commitment to healthier lifestyles.
- The local authority adviser knows the school well and has provided good-quality support for the school since its previous inspection. She regularly reviews different aspects of its work and has supported the school particularly well during its current staffing difficulties. She is in the process of providing follow-up training for governors to extend their knowledge and skills further.
- **The governance of the school:**
  - The Chair of the Governing Body is experienced, well informed and highly supportive of the school. Since the previous inspection, governors have restructured the way in which they work and they have a clearer view of the standards attained. The School Improvement Committee is an important new development that gives governors an understanding of what is working well and what needs

improvement. Governors now have a better knowledge of data. They are developing the skills they need to challenge through, for example, links with subject leaders. They keep up to date with training to make sure that the school meets all statutory safeguarding and other requirements. They check on whether pupil premium funding is being used effectively to close the gap between the attainment of eligible pupils and others. They support the headteacher in making sure that only teaching that enables pupils to make good progress is rewarded and that underperformance is tackled.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement because not all pupils, particularly boys, listen well in lessons, settle down to work quickly or produce their best work.
- In discussion, pupils show that they are well informed about different kinds of bullying. Records show that incidents of poor behaviour and bullying occur far less often than in the past. They are now rare. However, parents and pupils have mixed views about how effectively instances of bullying are dealt with, stating that, very occasionally, problems recur.
- Some pupils with challenging behaviour attend the school. These pupils receive good-quality support that helps them to play a full part in school life.
- Children in the Early Years Foundation Stage develop good social skills right from the start. Older Nursery children help their younger friends to settle quickly into school life.
- This is a friendly, welcoming school where pupils are courteous and polite to visitors. Most are keen to do their best. In lessons, they work well with partners or in groups. They talk enthusiastically about how much they enjoy their science work and know how much they have improved.
- Occasions such as 'Super Homework' assemblies show the school's strong community spirit. Pupils are proud of their own achievements and celebrate the success of others.
- Relationships between adults and pupils are strong and contribute well to pupils' good personal development.

### Safety

- The school's work to keep pupils safe and secure is good. Safeguarding procedures meet current government requirements. The headteacher makes sure that staff are rigorously checked prior to appointment. Parents are rightly confident that their children are kept safe.
- Pupils are well informed about how to stay safe. They recognise potential dangers, including when using computers and the internet.
- The rise in attendance levels since the previous inspection represents an important success. At the time of the inspection, attendance was above average. Relentless monitoring of absence and greater support for families of pupils who might slip behind by not attending have been major factors in the improvement.

## The quality of teaching

## requires improvement

- Teaching requires improvement because, until recently, too much teaching was not good enough. The quality of teaching is still inconsistent.
- Work seen in pupils' books and in lessons highlights the current inconsistencies. Some pupils produce good-quality work but others ignore teachers' suggestions, produce too little and make the same careless mistakes. Not all teachers have high enough expectations of pupils' work or their attitudes to learning.

- As a result of targeted support from within the school and from the local authority, the overall quality of teaching has improved. The progress of pupils accelerates towards the end of Key Stage 2 because of better teaching, as reflected in the rise in attainment. However, some pupils are still having to catch up lost ground. The most-able pupils do not achieve as well as they should when they waste time doing work that they already understand.
- The quality of marking, although improved, is not consistent. Most work is carefully marked and pupils know their next steps in learning. However, some marking does not give pupils enough guidance on how to improve and some teachers allow pupils to make the same careless mistakes over and over again.
- Sometimes, older pupils struggle with more advanced work because they lack basic skills. In a Year 6 mathematics lesson, for example, both boys and girls were well motivated to succeed but struggled with basic calculations and did not know enough ways of working out answers. Some pupils were too heavily reliant on adult support. Initiatives, such as work to improve the mathematical skills of targeted pupils, have been introduced to remedy these weaknesses but they have not yet had time to have a full impact.
- Children in the Nursery and Reception classes are taught consistently well. They have fun while learning and are confident to tackle new tasks.
- Teachers extend pupils' literacy and numeracy skills well in different subjects, such as science and history. For example, some older pupils had clearly been highly motivated by their history topic linked to *The Diary of Ann Frank*. As a result, some of their writing showed great maturity and depth of feeling.
- The teaching of reading has improved and is now good. Teachers give reading a high priority and pupils of all ages read more widely and regularly than in the past.
- Activities for all lessons are carefully planned and pupils are clear about the purpose of each lesson. The good ratio of adults to pupils means that disadvantaged pupils, disabled pupils, those who have special educational needs and those who speak English as an additional language, all have the right level of support to help them to make progress in their learning.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because, although there has been good improvement since the previous inspection, pupils' progress is not consistently good across the school. Staffing instability has slowed the pace of progress in some year groups.
- Until recently, the most-able pupils in Key Stages 1 and 2 made inadequate progress. To some extent, many pupils are still catching up lost ground and, consequently, lack the skills they need to reach higher levels. However, the reorganisation of older pupils into ability groups means that the most-able pupils are now starting to benefit from more demanding work. Other initiatives to extend their skills have not been in place long enough to have had a full impact.
- Children start in the Nursery with skills that, overall, are typical for their age. However, the early language, literacy and numeracy skills of boys are particularly weak. All children make good progress throughout the Early Years Foundation Stage and an average proportion of children achieve a good level of development by the end of the Reception Year.
- Attainment has risen year on year since 2012, albeit from a low base. An increasing proportion of pupils make better than expected progress because teachers track pupils' progress more rigorously than in the past. Between 2012 and 2014, pupils' attainment in Key Stage 1 rose from below average to average levels. In Key Stage 2, attainment rose from well below average to below average. However, in both key stages, but particularly in Key Stage 2, not enough pupils reached higher levels.
- Raising attainment in reading and writing has been an on-going priority. Well-targeted training has improved the teaching of phonics. Pupils are encouraged to read more regularly at home and in school. As

a result, there was impressive improvement in the national Year 1 phonics screening check in 2014.

- In writing, there is evidence in pupils' current work that initiatives to increase the proportion of pupils making good progress are proving effective. Strategies to develop an enthusiasm for writing are starting to have an impact, although some boys are still reluctant writers. Although there are many examples, particularly in science, of pupils writing at greater length, there are also examples of pupils not producing work of a high enough standard.
- Increasing the proportion of pupils reaching higher levels in mathematics is a current priority. Although mathematical skills are taught in a far more systematic way than in the past, older pupils struggle with basic calculation skills and this slows progress.
- More pupils than usual join the school at different times throughout the year. Some of these pupils, particularly those who join late in Key Stage 2, do not have time to settle into the school prior to the national tests and this has an adverse effect on attainment. In 2014, the school's data shows that pupils who had attended the school from the start had made good progress.
- In 2014, at the end of Key Stage 2, disadvantaged pupils were around a term behind other pupils in reading, two terms behind in mathematics and more than a year behind in writing. When compared with all pupils nationally, disadvantaged pupils were two terms behind in reading and mathematics, and a year behind in writing. The gap narrowed rapidly in 2014 and is on course to narrow again this academic year.
- Pupils learning English as an additional language quickly gain the confidence they need to develop skills because they receive good quality one-to-one support right from the start.
- The school has put effective interim arrangements in place to make sure that disabled pupils and those who have special educational needs make as much progress as others during the absence of the special needs coordinator. The support they receive is focused on meeting their individual learning needs.

### **The early years provision** is good

- The quality of early years' provision has improved since the previous inspection. By the time children move into Year 1, most are well prepared for the next stage of their education. It is too early for this improvement to show its full impact on the further achievement of pupils as they move up the school.
- All children make good progress because they benefit from consistently good teaching. The good ratio of adults to children in the Nursery class allows these children to settle quickly into school life because they receive the individual support they need.
- Well-established routines help children to move between activities on their own, to develop their skills and choose whether they work in the indoor or outdoor learning areas.
- Children start to develop their reading skills much earlier than in the past. As a result, children in the early years develop a love of reading right from the start.
- The quality of teamwork between adults adds greatly to children's enjoyment. All staff seize every opportunity to develop children's language, literacy and numeracy skills. Staff use snack time particularly well to develop children's confidence to talk to each other in small groups.
- The good leadership of the Early Years Foundation Stage ensures that activities are well organised, resources are used effectively and children's progress is carefully monitored. Children's 'Learning Journey' books provide valuable insight into the achievement of individual children as they carefully track each child's progress over their time in the early years.

## 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>	449260

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>	259
<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>	7 March 2013
<b>Telephone number</b>	01384 818985
<b>Fax number</b>	01384 818986
<b>Email address</b>	info@wallbrook.dudley.sch.uk

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