

Wallbrook Primary School

Off Bradleys Lane, Coseley, Bilston, West Midlands WV14 8YP

Inspection dates

13–14 December 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders, managers and governors have not ensured that the school has improved consistently since the last inspection. Teaching is still not good enough to ensure that pupils' outcomes are good.
- A significant number of staffing changes have led to inconsistencies in the quality of teaching.
- Teachers do not routinely plan learning activities that match pupils' abilities and allow them to make good progress from their starting points.
- At times, staff do not intervene promptly in lessons to move learning on. Some staff do not follow the school's policy of using initial tasks to check pupils' understanding of a topic in order to inform subsequent activities.
- The quality of pupils' handwriting varies and teachers do not have consistently high expectations of presentation.
- Outcomes have not been consistently good since the last inspection. Year 6 pupils in 2016 did not meet age-related expectations and they made particularly slow progress in reading.
- Systems and structures that are now in place to improve teaching and outcomes are not fully embedded, so they are yet to have maximum impact.
- The assessment system does not clearly show the progress that pupils with different starting points are making throughout the school year. This means that leaders cannot take prompt action when pupils do not make the progress of which they are capable.

The school has the following strengths

- The relatively new leadership team is aware of the strengths and weaknesses of the school and leaders are taking robust action to make improvements.
- The behaviour of pupils has improved and is now good. Pupils have a clear understanding of fundamental British values and the promotion of spiritual, moral, social and cultural development is a strength of the school.
- Safeguarding is effective. Pupils are well cared for and the school's work to promote pupils' personal development and welfare is good.
- Children make a good start to their education in the early years. This provision is well led and managed and teaching is good so children make good progress from their starting points.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - embedding and reviewing the systems and staffing structures that are now in place to ensure that pupils make at least good progress across the school
 - developing the assessment system so that it provides clear information on the progress made by pupils of different abilities during the school year
 - ensuring that this system is used to inform prompt action to improve the rate of pupils' progress.
- Improve the quality of teaching and increase rates of progress, by ensuring that staff:
 - have consistently high expectations of pupils with different starting points
 - plan activities that match pupils' abilities
 - consistently follow the school's policy to use initial tasks to check pupils' understanding of a topic in order to inform subsequent activities
 - intervene promptly in lessons to move learning on when it slows
 - insist that pupils use neat handwriting and good presentation across the curriculum.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders, including governors, have not ensured that the school has provided a good quality of education since the last inspection. There have been a great deal of staffing changes, and teaching and outcomes have not been consistently good over time.
- The relatively new leadership team has a clear understanding of the school's strengths and weaknesses and they are starting to put changes in place to improve the school.
- Leadership is developing at all levels and some aspects of the school's provision, for example early years, are well led. Leaders have taken action to make changes to improve the quality of teaching and the outcomes for pupils but these are not fully embedded.
- The high turnover of staff has led to inconsistencies in teaching and has had an impact on the overall quality of teaching and pupils' outcomes. Results of national assessment, particularly for Year 6 in 2016, indicate that pupils have not made good progress over time.
- As there has been a great deal of staff mobility, leaders were unable to use performance management successfully in the past to secure consistently good teaching. Now staffing is more stable, the process of managing the performance of teachers is helping to secure improvements in the quality of teaching. Teachers are set targets linked to the quality of teaching and the progress that pupils make. Professional development is encouraged and staff value the training and support that they receive. This is having a positive impact on the quality of teaching throughout the school.
- The school has a strong set of values. Pupils are encouraged to be inquisitive, aspirational, cooperative and independent. Communication, risk taking and perseverance are also promoted effectively.
- The promotion of fundamental British values and spiritual, moral, social and cultural development are strengths of the school. Pupils enjoy a range of cultural experiences such as visits to the theatre and to museums; they consider moral issues, and spiritual development is promoted through activities such as Remembrance Day observance. Positive social interaction is also nurtured in the school.
- Pupils study a wide range of subjects and all are given opportunities to take part in a variety of well-attended extra-curricular activities. The curriculum promotes positive behaviour and safety, but, as a result of inconsistent teaching, it has not led to pupils achieving good outcomes over time.
- The primary school physical education and sport premium funding is used well to promote active lifestyles. Pupils participate in a range of sporting activities. They benefit from staff who have had recent training, and external providers delivering physical education lessons. Pupils are actively encouraged to adopt healthy lifestyles and eat healthily.
- Improving outcomes for disadvantaged pupils has a high profile in the school. Pupil premium funding has been used for additional staffing, interventions and enrichment. Consequently, the attendance of pupils who receive the pupil premium now matches

that of other pupils in the school and disadvantaged pupils are currently making similar progress to or better progress than other pupils across the school.

- Assessment is accurate but leaders have not yet ensured that the system that is in place clearly shows the progress that pupils with different levels of prior attainment make throughout the year. Consequently, they are not able to notice quickly enough when pupils are not making the progress they should, and to take action accordingly.
- School staff work well with parents and carers. Parents take part in activities in the school which focus on their child's learning and they also attend assemblies. Almost all parents who made their views known to inspectors would recommend the school and believe that it is well led and managed. Parents also believe that they receive valuable information from the school and that staff respond well to any concerns that they raise.

Governance of the school

- Meetings of the governing body cover appropriate areas and they receive thorough reports from the headteacher and the local authority. They know the strengths and weaknesses of the school and attend relevant training. Governors provided appropriate support when the school faced staffing issues and they are providing an increased level of challenge through informed questions.
- Governance is improving as a result of the support given by the national leader of governance advocate for the West Midlands. Governors meet their statutory duties and have ensured that additional funding is used well, that safeguarding is effective and that specified information is included on the school's website.

Safeguarding

- The arrangements for safeguarding are effective. Staff have had appropriate training and they are clear about their responsibilities. They know what to do if they have concerns about a pupil's welfare and established procedures ensure that prompt action takes place if required. Staff follow up concerns in the correct manner.
- Safeguarding pupils is a key part of the school's culture. Relevant information about pupils is stored securely, outside agencies are used effectively and school staff engage appropriately with parents and carers. The school has a well-trained and dedicated safeguarding lead but staff know that it is everyone's responsibility to ensure that pupils are safe. Robust procedures and practice are in place to protect vulnerable children.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is variable across the school. It has not been consistently good since the last inspection and has not led to good progress over time.
- The overall quality of teaching improved immediately after the last inspection but, as a result of staffing issues, it declined during the last school year. Leaders took effective action to address this and the quality of teaching is improving. However, some variability remains.

- Teachers do not consistently plan learning activities to allow pupils to make good progress from their starting points. At times, staff do not intervene promptly in lessons to quickly move learning on and some staff do not use initial tasks, which check pupils understanding of a topic, to inform subsequent activities. This lack of adherence to the school policy slows down the learning of middle-ability pupils as it leads to time being spent on activities which are either too hard or too easy for them.
- Teachers now have a clearer focus on accelerating the progress of the most able pupils in the school. They usually plan activities carefully to deepen their learning and, as a result, the most able pupils in the school are making faster progress than they did previously.
- Teachers do not routinely expect high standards of presentation and they do not insist that pupils write clearly and legibly. Pupils' books show that most pupils take a pride in the presentation of their work, but this is not the case for all. However, there are examples of high-quality written work and pupils are now given more opportunities to write at length across the curriculum.
- The teaching of reading is improving and phonics is taught successfully, building on strengths in the early years. The least able readers can use the sounds that letters represent to decipher words and the most able pupils read fluently and with expression. Pupils read more widely and often than they did in the past.
- The teaching of mathematics is not yet consistently good but is improving. Staff have received good-quality training and support and have used this to deepen pupils' understanding of mathematical concepts. However, opportunities to teach mathematics across the curriculum are not always taken.
- Teachers and teaching assistants work well together. Staff use questions effectively to check on learning and provoke thinking. Teachers follow the school's marking policy consistently.
- Teachers manage behaviour effectively. Pupils usually behave well in class and respond positively to established routines and high expectations of their attitudes to learning.
- Displays are used well to support learning. Pupils can access additional information from them and there are many examples of high-quality work being celebrated on walls around the school.
- Teachers set homework tasks to give pupils opportunities to consolidate their learning in reading, writing and mathematics or to develop their creative skills. Almost all of the parents who made their views known to inspectors believe that their child receives appropriate homework for their age.
- Assessment is accurate but further moderation of the standard of pupils' work is planned in year groups that are not at the end of a key stage. Leaders acknowledge that all staff would benefit from a clearer understanding of the standard of work that is expected from pupils in year groups that they do not teach.
- Plans are in place to improve the school's assessment system further. Information about the progress pupils are making at different times of the school year is not easily accessible and the progress made by pupils with high, middle and low prior attainment is not always clear.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils' physical and emotional well-being is supported effectively in this caring school. Pupils are encouraged to eat healthily and take regular exercise, and the school provides counselling services and team-building activities as required.
- Pupils are keen to learn and the school has a clear focus on developing positive attitudes towards learning. However, pupils are not yet regularly producing well-presented work.
- Pupils' self-confidence and self-awareness are developed through opportunities to take responsibilities in the school. For example, prefects model good behaviour in assembly, play leaders support activities during social time and the school council lead fund-raising events.
- Pupils are tolerant, they respect the ideas of others and they understand right and wrong. They are given time to reflect on the consequences of their actions should they not meet the higher expectations of behaviour that are now evident in the school. They understand the term 'democracy' and took part in a mock European Union referendum. The local Member of Parliament also visited the school. Pupils have a clear understanding of fundamental British values.
- Bullying is rare and pupils feel safe. They trust staff to respond quickly to help them resolve any concerns that they may raise.
- Pupils are taught to stay safe through the curriculum. They know how to stay safe when they are online and they are taught about how to stay safe in a range of relevant situations, including road, rail and canal safety.
- The school site is secure and staff, pupils and parents believe that pupils are safe in school.

Behaviour

- The behaviour of pupils is good and has improved since the time of the last inspection. Relatively new systems that are in place to promote positive and considerate behaviour are already used consistently. Pupils, parents and staff all believe that behaviour has improved.
- There have been marked improvements in the behaviour of individuals with particular behaviour needs, and the use of sanctions is declining. Permanent exclusions are extremely rare and, although there was an increase in fixed-term exclusions when expectations of behaviour were raised, they are now declining. Staff have received additional training on managing pupils' behaviour and they use this effectively.
- Pupils conduct themselves well in class and around the school. They play sensibly with staff and other pupils during social times and enjoy positive relationships with each other and adults.
- Pupils usually behave well in lessons and low-level disruption to learning is rare. Pupils listen very carefully to staff and their classmates, and respond quickly if they have to

be reminded to concentrate fully on their studies.

- Attendance has improved since the time of the last inspection and almost all groups of pupils now have similar attendance rates. As a result of concerted action, the attendance of disadvantaged pupils has improved significantly this year and a drive to improve punctuality means that almost all pupils are regularly in school before the prescribed time.

Outcomes for pupils

Require improvement

- Pupils' outcomes have not been consistently good since the last inspection. Year 6 pupils in 2016 did not meet age-related expectations and the progress they made in reading was particularly slow over time. Middle-ability pupils in that year group did not reach the standards of which they were capable.
- Outcomes in reading were in line with national averages at the end of key stage 2 in 2015 but were well below the national average in 2016. As leaders were aware of the slow progress made by this year group in the past, they took action to improve it while the pupils were in Year 6. These pupils did make some progress during the course of the last academic year, but previous weaknesses still showed in their results in the national tests.
- Pupils in other year groups made better progress over time than Year 6, and current pupils continue to make improved progress. However, pupils are not yet making rapid progress in reading across the school.
- End of key stage 2 attainment and progress in writing in 2015 were above national averages but they declined in 2016. Over time, a similar picture emerges with pupils in other year groups making better progress than Year 6. Current pupils are making improved but not consistently strong progress in writing.
- Pupils made more rapid progress than other pupils nationally in mathematics by the end of key stage 2 in 2015. Attainment was in line with the national average but outcomes declined in 2016. Over time, pupils in other year groups made better progress than last year's Year 6, and current pupils are making improved and more consistent progress in mathematics.
- In 2015, all disadvantaged pupils made the progress expected of them and a greater proportion than other pupils nationally made rapid progress in reading, writing and mathematics. This led to the differences in attainment between disadvantaged pupils in the school and other pupils nationally diminishing. In 2016, disadvantaged pupils in Year 6 made similarly slow progress to other pupils in that year group. Disadvantaged pupils are now making similar or better progress than other pupils in the school across the curriculum. Pupil premium funding has been used effectively over time.
- The most able pupils, including the most able disadvantaged pupils, currently in the school are making good progress. Staff are aware of who they are and set them challenging and appropriate activities. The most able pupils, including the most able disadvantaged pupils, achieved well at the end of key stages 1 and 2 in 2015 but no high prior attaining pupils in last year's Year 6 achieved highly in reading, writing and mathematics combined.

- Pupils who have special educational needs and/or disabilities made slow progress by the end of Year 6 in 2016. However, as a result of targeted and effective intervention, pupils who have special educational needs and/or disabilities are now making improved progress which is similar to that made by other pupils.
- Since the last inspection, pupils from minority ethnic groups and those who speak English as an additional language have made similar progress to other pupils in the school. Over time, boys have made slower progress than girls in reading and writing.
- Progress in foundation subjects has been better than that in reading, writing and mathematics. For example, pupils in Year 6 in 2016 achieved outcomes that were higher than the national average in science.
- Over time, outcomes at the end of key stage 1 have been broadly in line with national averages. However, the current Year 2 need to make rapid progress in order to reach the standards expected of pupils of their age.
- Outcomes in phonics were above the national averages in 2014 and 2015. They declined to below the national average in 2016 but leaders have taken effective action to rectify this. Phonics is now taught well throughout the school and it is leading to good progress.
- Since the last inspection pupils have usually been well prepared for the next stage of their education. However, last year's Year 6 did not leave the school with a standard of education that would allow them to access the secondary curriculum easily.

Early years provision

Good

- Leadership within the early years provision is good. Leaders have a clear understanding of strengths and areas for development and have made changes to the provision in order to improve it. For example, as a result of considering what was expected of children in Year 1, leaders adapted the way reading and writing were taught in Reception. This increased expectations so that children are now better prepared for key stage 1.
- Over time, most children have entered the school with skills below those typical for their age. Teaching is effective and they make good progress from their starting points. The most able children are challenged to make rapid progress, disadvantaged children are making accelerated progress and those who need to catch up are supported effectively to allow them to do so. As a result, the proportion of children who have achieved a good level of development has increased since the last inspection and gender gaps have reduced. Pupil premium funding has been used effectively to decrease the difference between the attainment of disadvantaged children and other children nationally.
- Leaders are aware that the proportion of children who reach a good level of development is still below the national average, and plans are in place to address this. The use of the assessment system is not yet fully embedded so staff cannot easily identify the progress made by different groups of children in the setting.

- Assessment is accurate so staff know what every child can do and what they need to do to develop further. Progress of individuals is tracked effectively and recorded by staff, who work very closely with parents to help them support the learning that goes on in school.
- Staff are knowledgeable and skilled, so children make a good start to their schooling in a safe and stimulating environment. Activities are well organised to promote skills, knowledge and understanding across all areas of learning. Teachers and teaching assistants work well together to move learning on.
- The learning environment is positive and stimulating. Children learn well both inside the school building and in the outdoor area.
- Teaching is well planned so children are engaged in their learning. The curriculum is broad and offers children new experiences and activities which build on their interests. Questions are used very well to help children think about their learning, develop their communication skills and move them on quickly.
- Children are excited to read and, during the inspection, a group of boys were observed reading without adult intervention, talking about what they had read and sharing the books that they were using. Children are able to use their phonic skills to decode unfamiliar words and read challenging words independently.
- Children are encouraged to form letters accurately and many have made rapid progress with their writing. Children use resources around the room to help them with their written work and they are now writing sentences with phonetically plausible spellings.
- Children recognise numbers and count to 10 and beyond. They have completed tasks which show that they can add numbers together and they are tackling problem-solving activities using mathematical skills and reasoning.
- Clear classroom routines and high expectations of behaviour are evident. Children cooperate well with each other and treat other people and resources with respect. Personal development, behaviour and welfare are good in the early years provision.
- There is a strong partnership between staff in the Reception and Nursery settings. They communicate well, share resources and information and develop practice together. For example, there is now a shared approach to the teaching of phonics which means that children are able to build on what they learn in Nursery as soon as they enter Reception.
- Parents are extremely positive about communication with the school. They feel involved in their child's learning, they take part in lessons in school and they have been provided with help on how to support development at home.
- Safeguarding in the early years setting is effective and statutory requirements are met.

School details

Unique reference number	103783
Local authority	Dudley
Inspection number	10020004

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	272
Appropriate authority	The governing body
Chair	Deborah Forbes-Ritte
Headteacher	Clare Longden
Telephone number	01384 818 985
Website	www.wallbrook.dudley.sch.uk
Email address	info@wallbrook.dudley.sch.uk
Date of previous inspection	27–28 November 2014

Information about this school

- The school is an average-sized primary school.
- Most pupils are White British but the number of pupils from minority ethnic groups and pupils who speak English as an additional language is increasing. The proportions are now broadly average.
- The proportion of pupils who are supported by the pupil premium is well above average.
- An above-average proportion of pupils have special educational needs and/or disabilities, including those who have a statement of special educational needs or an education, health and care plan.
- The proportion of pupils who join and leave the school at different times throughout the year is above average.

- The school has been through a period of considerable staffing changes since the last inspection. A new deputy headteacher joined the school in February 2016, two assistant headteachers joined in September 2015 and seven new class teachers joined the school in September 2016.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school meets requirements on the publication of specified information on its website.
- The school is currently receiving support from national leader of governance advocate for the West Midlands.

Information about this inspection

- Inspectors observed teaching and learning in 15 parts of lessons. In addition, the lead inspector made short visits to key stage 1 and 2 classrooms with the headteacher and visited Reception and Nursery with the deputy headteacher.
- Members of the inspection team met with pupils and heard pupils read. They looked at examples of pupils' work in their books and spoke to pupils formally and informally.
- Inspectors held meetings with the headteacher, the deputy headteacher, other leaders and members of staff. Inspectors also considered 24 responses to the staff questionnaire.
- The lead inspector met with three governors, including the chair of the governing body, and the national leader of governance advocate for the West Midlands. Three representatives of the local authority also attended a meeting with the lead inspector.
- Inspectors spoke to parents throughout the inspection and considered 37 responses from parents to the school questionnaire, which asked the same questions as those found on Parent View. Inspectors also took into account three free text responses on Parent View.
- Various school documents were scrutinised, including the school's self-evaluation, improvement plans, information about managing teachers' performance and staff training records. Minutes of meetings of the governing body and information about pupils' progress, behaviour, attendance and safety were also analysed.

Inspection team

Simon Mosley, lead inspector	Her Majesty's Inspector
Chris Bandfield	Ofsted Inspector
Susan Blackburn	Ofsted Inspector

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