

# Quarry Bank Primary School

High Street, Quarry Bank, Brierley Hill, West Midlands, DY5 2AD

## Inspection dates

14–15 November 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- The academic provision for pupils who have special educational needs (SEN) and/or disabilities is ineffective. Interventions are not monitored and pupils' needs are not identified correctly. Support for these pupils does not help them to make progress in all subjects. Consequently, these pupils underachieve.
- Some teachers do not plan work which is matched well enough to pupils' learning needs. This slows their progress in reading, writing and mathematics.
- The quality of phonics teaching is variable across key stage 1. As a result, some pupils do not achieve as well as they should in phonics.
- Pupils do not have enough opportunities to apply their mathematical skills in problem-solving and reasoning activities or in other subjects. This limits their progress in mathematics.
- Pupils learn about many different subjects in addition to English and mathematics. However, teachers do not build upon their skills in these subjects progressively from one year to the next.
- Leaders do not use the pupil premium funding well enough to help disadvantaged pupils make good progress in reading, writing and mathematics, despite its excellent use in supporting their social and emotional development.
- Leaders use appraisal systems to help to improve the quality of teaching. However, expectations of what teachers should achieve by the end of the year are unclear.
- Leaders do not identify how they will judge if school improvement actions have been successful. Targets are not precise enough.

### The school has the following strengths

- The early years provides an outstanding quality of education. Children's progress in all areas of the curriculum is exceptional.
- Pupils' behaviour is impeccable. They are polite, confident and happy individuals who care deeply for one another. Pupils are very proud of Quarry Bank Primary School.
- Governors understand the school's strengths and areas for improvement well. They are now providing support and challenge to leaders.
- All staff provide excellent support for pupils' personal development and welfare. Their spiritual, moral, social and cultural development is outstanding.

## Full report

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

- Improve the provision for pupils who have SEN and/or disabilities by:
  - developing the leadership of SEN provision
  - monitoring the provision and outcomes for pupils who have SEN and/or disabilities to ensure that they receive effective support and make rapid progress in all subjects
  - providing training and support to teachers and teaching assistants, to develop their understanding of the needs of pupils who have SEN and/or disabilities, and how to plan to meet those needs across the curriculum.
- Improve the quality of leadership and management by:
  - detailing the outcomes leaders expect to see as a result of school improvement actions
  - identifying weaknesses in teaching, learning and assessment through more precise appraisal procedures and providing effective support to ensure that all teaching is at least good
  - evaluating the impact of the use of the pupil premium funding to check that it is improving academic outcomes for disadvantaged pupils
  - ensuring that the curriculum provides pupils with more opportunities to apply their mathematical skills in reasoning and solving problems and in subjects other than mathematics
  - checking that the curriculum develops pupils' skills in all subjects progressively from one year group to the next.
- Improve the quality of teaching, learning and assessment by making sure teachers consistently:
  - use what they know about what pupils can do to plan work which meets their learning needs in reading, writing and mathematics
  - provide high-quality phonics teaching for all groups of pupils
  - plan more opportunities for pupils to apply their mathematical skills in problem-solving and reasoning.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Since the last inspection there has been some disruption to the staffing, much of which has been unavoidable. This has led to considerable changes in staffing. The headteacher has managed the changes and disruptions well. However, the instability in staffing has led to variability in the quality of teaching and learning.
- The leadership of the SEN provision is ineffective. The leadership does not accurately identify the academic needs of pupils who have SEN and/or disabilities. There are no systems in place to identify pupils' needs and work with external agencies is ad hoc. In addition to this, there is no cohesive plan to develop or monitor the provision for pupils who have SEN and/or disabilities. Additional funding received to support the academic needs of these pupils is not used effectively.
- As a result of the lack of clear guidance, support and training from the leadership of SEN, teachers and teaching assistants do not understand pupils' needs and are, therefore, unable to plan effectively to meet those needs. Interventions for pupils who have SEN and/or disabilities are not monitored and do not help pupils to make progress. Consequently, pupils who have SEN and/or disabilities make poor progress in reading, writing and mathematics, especially in key stage 2.
- However, the wider leadership team identifies carefully the social and emotional needs of pupils who have SEN and/or disabilities and uses some of the additional funding received to provide effective support for them. While these pupils do not make adequate academic progress, they do grow in confidence and integrate well into the wider school life. Socially and emotionally they are prepared well for the next stage of their education.
- Some of the additional funding to support disadvantaged pupils is used well to support their personal, social and emotional needs. Leaders and the learning mentor work closely with families to ensure that their specific needs are identified to enable the right support to be put in place. These pupils feel safe and secure in school, and develop in confidence.
- However, leaders do not check that the additional funding is helping disadvantaged pupils to make good academic progress. It must be noted that a significant number of disadvantaged pupils also have SEN and/or disabilities. Their academic progress is adversely affected by the ineffective SEN provision.
- Leaders use appraisal systems to monitor the quality of teaching across the school carefully. They understand where the strengths and weaknesses lie in teaching and learning. Support and training is provided where necessary, but the impact of recent support is yet to be seen due to the staffing changes. However, current appraisal systems do not specify clear targets for teachers. This means that leaders are not able to hold teachers to account fully for their performance.
- Leaders have accurately identified the main school improvement priorities in their development plan. The plan details what actions leaders need to undertake to improve pupils' outcomes. However, the plan lacks clarity about what outcomes leaders expect to see as a result of the actions undertaken. As a result, they are unable to judge if the

actions have been successful.

- Leaders ensure that the curriculum is planned carefully so that pupils have many opportunities to learn about a range of subjects. Pupils cover subjects such as history, geography, art, religious education and physical education (PE). Books show a range of interesting and stimulating topics. However, leaders do not yet ensure that the curriculum develops pupils' skills in these subjects as they progress through the school. Therefore, pupils do not make as much progress as they should.
- The headteacher, ably supported by the deputy headteacher, leads the school with passion and determination. Both are very clear about the school's strengths, but also where rapid improvements need to be made. They ensure that pupils' welfare is of the highest priority and this has been maintained through the changes in staffing experienced over the last 18 months.
- The English and mathematics leaders have a clear understanding of the strengths and areas for development in their subjects. They monitor the quality of teaching and learning and work closely with senior leaders to provide appropriate support where needed. However, the impact of this support is yet to be seen.
- Pupils' spiritual, moral, social and cultural development is exceptional, as well as their knowledge of fundamental British values. Leaders, teachers and all staff provide pupils with many opportunities to become confident, reflective and mature individuals. For example, in one class, pupils record their views about a range of different topics in the 'my opinion' book. In Year 6, pupils reflect on the challenges faced by children in World War II. Pupils are encouraged to set themselves personal targets, with one pupil saying they 'want to be a better friend'. Pupils at Quarry Bank are very well prepared to be confident, responsible and caring citizens in modern Britain.
- Leaders use the sport premium funding well to improve pupils' participation and enjoyment in sport. A specialist coach works with teachers to improve the quality of teaching and learning in PE. Leaders monitor the impact of the use of the funding closely to ensure that it is improving pupils' outcomes. When they spot that it is not, they respond quickly and review further ways of using the funding effectively.
- The local authority provides a range of support to help improve the quality of teaching and learning. This support is still at a relatively early stage and therefore the impact is yet to be seen. However, leaders are embracing the support and are working closely with the local authority to improve pupils' outcomes.

## **Governance of the school**

- There have been considerable changes in the governing body since the last inspection, including a reconstitution in 2015. Currently, there is a range of skills and expertise across the governing body which enables all aspects of school performance to be reviewed and challenged in detail.
- Governors are proactive and seek all opportunities to develop and hone their skills. For example, governors commissioned a review of the school's governance and have acted on the recommendations to further strengthen their effectiveness. A recently introduced governors 'school improvement group' is focusing more sharply on pupils' outcomes and leadership and management. Consequently, all governors have a clear

understanding of the school's strengths and areas for development.

- Governors are now checking that the pupil premium and sport premium funding is being used to improve pupils' outcomes. However, in the past they had not checked that additional funding for pupils with SEN was well spent. They recognise that the pastoral support for disadvantaged pupils is helping to develop and support their social and emotional needs, but also recognise that these pupils' academic needs are not yet being met well enough.
- Governors understand their statutory responsibilities, including their responsibility to keep pupils safe. The safeguarding governor checks the school's policies and procedures in this area, including how well checks are made on staff and visitors.

## Safeguarding

- The arrangements for safeguarding are highly effective.
- Leaders and all staff have the safety and welfare of all pupils at the heart of everything they do. No stone is left unturned in the pursuit of ensuring that all possible steps are taken to keep pupils safe. All staff know, understand and use the safeguarding policies and procedures. Leaders follow up any concerns raised swiftly and do not rest until they find the right help to support pupils. Leaders work closely with a range of outside agencies.
- Detailed checks are carried out on all staff and volunteers in school. Safer recruitment procedures are followed carefully. Risk assessments are detailed and carried out regularly to minimise the risks to pupils.
- Pupils learn about how to keep themselves safe in a variety of ways. Pupils understand school safety procedures such as fire drills and when they have to remain in their classes if the continuous whistle blows. Pupils are taught how to keep themselves safe outside school and not to talk to strangers, including on the internet. E-safety is taught very well. Pupils also receive lessons on cycling safely and water and road safety. Pupils say that there is always an adult they can talk to if they are worried about something and that 'we never feel alone at this school'.

## Quality of teaching, learning and assessment

## Requires improvement

- There is variability in the quality of teaching and learning across the school. Some teachers do not use information about what pupils can do to plan work which is matched well enough to their needs. This results in work being too easy for some pupils and too hard for others and limits pupils' progress in reading, writing and mathematics.
- Teachers do not plan work that meets the needs of pupils who have SEN and/or disabilities. This is because they do not understand what their learning needs are. Pupils who have SEN and/or disabilities are often given work which is too hard. Consequently, they become far too reliant on support from teaching assistants and do not learn to work independently. Some teaching assistants have not received the necessary training to support pupils who have SEN and/or disabilities and, therefore, are unable to provide the right help. These pupils make limited progress in reading,

writing and mathematics.

- The teaching of phonics is also variable across the school. Some staff who teach phonics do not model the sounds correctly or help pupils to apply the sounds learned in their reading and writing. This slows their progress. In addition to this, some pupils do not get the opportunity to learn all the sounds they should in Year 1.
- Teachers do not plan enough opportunities for pupils to apply their mathematical skills in problem-solving and reasoning activities or in other subjects. The majority of mathematics teaching focuses on number and calculations. As a result, pupils do not make sufficient progress in mathematics, especially across key stage 2.
- When planning work in different subjects across the curriculum, teachers do not take into account pupils' prior learning. This means that some skills in the subject are repeated from one year to the next. Consequently, pupils do not make as much progress as they should across a range of different subjects.
- Where teaching is stronger, teachers adapt their teaching quickly in response to pupils' learning. They recognise quickly when pupils have understood the work, and then ensure that further teaching takes their learning forward at pace. These teachers use highly effective questioning to find out what pupils can do, and then use this information to plan work which is well matched to their needs. In these classes, pupils make better progress in all subjects.
- The English and mathematics leaders provide support to teachers to help them improve their practice. For example, the English leader is helping to develop a new approach to the teaching of writing. However, this support is at an early stage and the impact on pupils' progress is yet to be seen.
- All teachers have high expectations of pupils' behaviour. Pupils show respect to their teachers and have good attitudes to learning. Pupils work hard and are keen to achieve well. Pupils show pride in their work and a range of pupils' books from across the school show a consistently high standard of presentation. All staff have positive relationships with pupils. There is a calm learning environment across the school.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders and all staff have worked tirelessly to develop a strong community spirit across the whole school. The level of care and nurture is remarkable and has led to a school where all pupils feel valued, confident and safe.
- Pupils show a high level of respect for one another and all adults in the school. Pupils listen carefully to one another's views and regularly engage in thoughtful and reflective discussions. For example, during lunchtimes pupils are provided with 'think pieces' such as 'would you give a starving man a fishing rod or a fish?' Pupils confidently give their opinions, safe in the knowledge that nobody will judge or ridicule them.
- In addition to this, pupils also have a high level of respect for people of other faiths and cultures. They learn about how important an individual's culture and faith is and why it should be respected. Pupils say, 'It doesn't matter if you are Muslim, Christian or

whatever, you can be friends with anyone you want.’ This shows the exceptional level of tolerance and acceptance all pupils have at Quarry Bank.

- Pupils have a deep understanding of what bullying is, including homophobic bullying. They say bullying hardly ever happens, but if it does staff ‘sort it out then and there’. Leaders’ detailed tracking of bullying incidents confirm that it is extremely rare.
- Pupils have a range of opportunities to develop responsibility. For example, the ‘junior leadership team’ have helped to develop a wide range of extra-curricular activities which meet pupils’ interests. The ‘Pupils2parliament’ scheme gives pupils the opportunity to share their views and opinions with a parliamentary consultant, who feeds these views to parliamentary, national government and national body public consultations and inquiries.
- All staff ensure that any pupils who need additional emotional support are identified and helped. Leaders work with a range of agencies to get support for individual needs. Pupils are confident that they can ask anyone for help, and that it will be provided. Pupils feel safe and secure at school and receive excellent support for their emotional well-being.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils’ conduct in all areas of the school is exemplary. At playtimes pupils go out of their way to help one another and to ensure that nobody feels lonely. In the lunch hall pupils show a great level of independence when collecting, eating and clearing away their food. In classrooms pupils demonstrate a keenness to learn and very high level of pride in their work. A calm and orderly atmosphere radiates across the school.
- Pupils show a genuine pleasure in one another’s achievements and play a significant role in developing the school’s behaviour rewards and sanctions. For example, it is the pupils who nominate individuals to sit on the ‘golden table’ at lunchtime to recognise the achievements of their peers.
- Further to this, pupils are also involved in analysing the behaviour records and advising leaders on how inappropriate behaviour should be dealt with. Pupils say they are ‘solution focused’ to solve behaviour issues if they arise. There are very few incidents of poor behaviour, and when they do occur, they are dealt with swiftly and effectively.
- Pupils’ enjoyment of school is reflected in their good attendance rates. Attendance is in line with, or above, national averages for all groups of pupils. Leaders analyse attendance information in great detail and where issues are identified, swift action is taken to address them. The learning mentor and outside agencies support families where necessary to help their children attend school regularly. As a result, no pupils are disadvantaged by low attendance.

### Outcomes for pupils

### Requires improvement

- Outcomes at the end of key stage 1 in 2016 and 2017 were in line with national averages in reading, writing and mathematics. The proportions of pupils working above the expected standard were slightly above the national averages in reading and writing

at the end of 2016 and 2017, and slightly below in mathematics.

- In 2017 at the end of key stage 2, pupils' progress was in the bottom 10% of all schools nationally in reading and mathematics, and was below the national average in writing. In addition to this, pupils' progress in mathematics was also below the national average in 2016.
- The proportion of pupils achieving the required standard in the phonics screening check at the end of Year 1 has been below the national average for the past three years. However, while outcomes in 2017 remained below the national average, they showed some improvement on previous years.
- At the end of key stage 2, the progress of pupils who have SEN and/or disabilities in 2016 and 2017 in reading and mathematics was well below the national average. In 2017, it was also well below in writing.
- The progress of disadvantaged pupils at the end of key stage 2 in 2017 was also well below the national average in reading, writing and mathematics. Outcomes for disadvantaged pupils at the end of key stage 1 this year were also below the national average in reading, writing and mathematics.
- Leaders track pupils' progress and attainment in great detail. This tracking shows a variable picture across the school. Where teaching is stronger, especially in Years 2 and 6, pupils make better progress in reading, writing and mathematics. The assessment information also shows where weaker teaching leads to less progress being made. The most able pupils generally make the progress of which they are capable across all subjects, but few of these pupils make accelerated progress. This information is confirmed by work in pupils' books.
- The schools' own assessment information has identified that a significant number of disadvantaged pupils across the school also have SEN and/or disabilities. This assessment information confirms that both disadvantaged pupils and pupils who have SEN and/or disabilities do not make the progress they should across key stage 2. This is because teachers do not have a clear understanding of their learning needs and therefore do not plan to meet their needs well enough. In addition to this, the additional academic support these pupils receive outside the classroom is not effective. This slows their progress.

## Early years provision

## Outstanding

- The early years leader has an 'uncompromising drive for excellence'. This has directly led to the rapid improvements in the early years provision, which provides an outstanding level of education for all the children. They get an exceptional start to school life.
- The leader knows the strengths and areas for development of the provision in minute detail. The self-evaluation and development plan are focused sharply on developing the provision even further. No member of staff is complacent and all seek to improve. Close monitoring of teaching and learning, along with carefully targeted appraisal and professional development, have ensured that all teaching is at least good, with much that is outstanding and worthy of dissemination to other schools.
- Children start school with skills and abilities below those typically expected in all areas



of the curriculum. Since 2014, outcomes at the end of the Reception Year have risen and in 2016 and 2017 were above the national average. In these two years, all children made good progress, or better. While outcomes for disadvantaged children and children who have SEN and/or disabilities were below the national average, these children made good progress from where they started at the beginning of the early years.

- Teaching meets children's learning needs extremely well. All staff know their needs in great detail and plan stimulating learning activities which are closely matched to children's skills and interests. This helps children to have a very high level of engagement and concentration in their learning. Staff are very astute at spotting what children can do and allowing them to explore and develop their own learning. They then intervene skilfully to take children's learning forward. As a result, children make rapid progress in all areas of the curriculum.
- Staff support children's personal, social and emotional development exceptionally well. Children are confident and happy and very keen to have a go at any challenge. This is because staff support children and encourage them positively. Children have no fear of failure. There are remarkably positive relationships between all staff and children.
- Even from a very young age, all staff have high expectations of children's behaviour. Staff model good manners and ensure that children say, 'please' and 'thank you'. Staff show children how to help one another, such as giving out bowls and cups at snack time. Staff carefully explain why the snacks are healthy and encourage children to try different foods. There is a very calm learning environment and behaviour is outstanding across the early years.
- Positive relationships are developed with parents before children start school. Staff take time to get to know the children and their families to make sure that the transition to school is smooth, enabling children to settle quickly. Staff carry out home visits and children and their parents attend 'stay and play' sessions before starting school. As well as preparing children well on entry to the school, staff also ensure that children are exceptionally well-prepared for the start of key stage 1.
- Staff provide detailed information to parents about their child's progress. All parents attend parent information evenings, and there is also high attendance at workshops held for parents, such as the phonics workshop. 'Learning journeys' are of a particularly high quality and provide parents with a wonderful record of their child's progress over the early years.
- All early years safeguarding and welfare requirements are met. Staff ensure that all steps possible are taken to keep children safe. Daily risk assessments of the site are carried out. Children are appropriately supervised and cared for very well.

## School details

Unique reference number	103830
Local authority	Dudley
Inspection number	10037878

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	380
Appropriate authority	The governing body
Chair	Mr Neil Dawes
Headteacher	Miss Helen Johnson
Telephone number	01384 818 750
Website	<a href="http://www.quarry.dudley.sch.uk/">www.quarry.dudley.sch.uk/</a>
Email address	<a href="mailto:hjohnson@quarry.dudley.sch.uk">hjohnson@quarry.dudley.sch.uk</a>
Date of previous inspection	12–13 February 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Since the last inspection, Quarry Bank has widened its provision in the early years and now provides places for two-year-olds.
- Quarry Bank primary is a larger than an average-sized school.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who have SEN and/or disabilities is above the national average. The proportion of pupils who have statements of SEN or education, health and care plans, is below the national average.
- The school meets the government's current floor standards, which are the minimum

expectations for pupils' progress in reading, writing and mathematics for pupils by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups. Some of the observations were carried out jointly with the headteacher, deputy headteacher and early years leader.
- Inspectors met with pupils, heard a selection of pupils read and observed pupils before school, at breaktimes and lunchtimes.
- Inspectors met with the headteacher, the leader of provision for SEN, the early years leader and senior leaders with subject responsibilities. They met with members of the local governing body, a representative of the local authority and the school improvement partner.
- A range of pupils' books from all year groups and from a range of subjects were looked at.
- A number of documents were considered including the school's self-evaluation and improvement plans. Inspectors also considered information about pupils' progress, behaviour, attendance and safety.
- Inspectors took account of 26 responses on the Ofsted online questionnaire, Parent View, and spoke to parents before school. 54 responses to the online pupil questionnaire were considered.
- Inspectors reviewed 13 responses to an inspection questionnaire returned by staff.

## Inspection team

Ann Pritchard, lead inspector	Her Majesty's Inspector
Barry Yeardsley	Ofsted Inspector
Johanne Clifton	Ofsted Inspector

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