

# Bantock Primary School

## Inspection report

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<b>Unique Reference Number</b>	132197
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	360395
<b>Inspection dates</b>	20–21 October 2010
<b>Reporting inspector</b>	Ruth Westbrook

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

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<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>	316
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Catrin Lester
<b>Headteacher</b>	Particia Alison Bull
<b>Date of previous school inspection</b>	27 September 2007
<b>School address</b>	Aston Street Wolverhampton WV3 0HY
<b>Telephone number</b>	01902 558710
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 14 teachers. Meetings were held with the Chair of the governing body, senior and middle managers and a group of parents and carers. Inspectors spoke to three groups of pupils. The inspection team observed the school's work, and looked at improvement plans, key policy documents, assessment information, governors' minutes and pupils' books. In addition, 68 responses to the parents' and carers' questionnaire were received and analysed, together with questionnaire responses from staff and 140 pupils from Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

How effective are plans to raise attainment and accelerate progress in mathematics?

- Are strategies to improve attendance working?
- How well are all leaders using information from their monitoring of the school's work to plan for improvement?
- How effectively does the promotion of a cohesive community contribute to pupils' spiritual, moral, social and cultural development?

## Information about the school

This is a larger than average primary school with a Nursery and Reception class within the Early Years Foundation Stage. The proportion of pupils with special educational needs and/or disabilities is below average. A very small minority of pupils come from White British families with most pupils coming from a variety of minority ethnic backgrounds. Over 30 different languages are spoken within the school and a large majority of pupils speak English as an additional language. A small minority of pupils are at an early stage of learning English, including a few children from the Traveller community. The number of pupils joining or leaving the school other than at the usual starting time is much higher than usual. Most of these arrive with little or no English from abroad. The proportion known to be eligible for free school meals is well above average. The school received enhanced Healthy Schools status in October 2010 and is a Fairtrade school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school. Its context is unusual in that less than a third of Year 6 pupils who transferred to secondary school in 2010 had been at the school since Reception and a quarter had joined the school after the start of Key Stage 2. The school minimises the impact of this barrier to learning well. Senior leaders and all staff work very effectively to build a cohesive unit in school and seize this challenge as an opportunity. As a result, the school provides a welcoming and stimulating learning environment and works consistently to provide good care, guidance and support for all its pupils. The partnership with external agencies to support its pupils from the most vulnerable circumstances is outstanding demonstrating a determination to ensure that children and their families receive the support they need to be fully integrated into the school community. The communication and partnership established with parents and carers are good. As one told inspectors, 'The school is open and ready to help.'

Achievement is satisfactory because attainment is still low at the end of Year 6. However, pupils make good progress across the school from their very low starting points. The strategies introduced over the last three years to raise attainment in English and mathematics are working. These have included a strong focus on developing language skills in all subjects. This has been particularly effective in improving pupils' understanding of mathematical language. Every mathematics and English lesson includes a session when pupils can practise basic skills. Pupils' current standards are much closer to national expectations. The most able pupils make good progress, but a few could achieve more because occasionally, they are not always given clear guidance on how to reach the highest levels in their work or activities which provide sufficient challenge. Pupils say they feel safe at school and are confident that staff will resolve any difficulties they encounter. Recently, the school council prepared and shared information on internet safety through an assembly and pupils are well aware of the dangers beyond the school gates. Pupils behave well showing respect to staff, their peers and the school environment. In class, pupils respond quickly to the requests of their teachers, settle quickly, participate well and produce thoughtful work.

The school has worked hard using a range of effective strategies to improve attendance. As a result, the attendance for most pupils is at least average and for many including those with special educational needs and/or disabilities it is above. The attendance of a small minority of pupils remains low because they are absent from school for extended periods, in most cases travelling with their families to their country of origin. Their attendance is improving because of recent actions taken by the school in partnership with the local authority, but remains at a level which lessens the attainment of these pupils.

Since the last inspection, leaders have implemented plans based on a thorough understanding of the school's context. As a result, they have enhanced the quality of

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provision ensuring a match to the changing needs of the school. This has resulted in improved attainment in mathematics and English throughout the school and the Early Years Foundation Stage and improved attendance for most groups of pupils. This has been achieved whilst addressing the need to respond to a changing school population. Pupils make good progress and the school continues to focus on the areas which it correctly identifies, from accurate self evaluation based on effective monitoring, as in need of development. This demonstrates the school's good capacity to improve.

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

- Raise standards in mathematics and English so that the very small proportion of higher attaining pupils reach their targets at the higher level by:
  - providing them with activities which are consistently challenging.
  - giving them clearer guidance on assessments, marking and feedback on how to reach the higher level in their work.
- Work with parents and the local authority to improve attendance so that it is average by July 2011.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The attainment of pupils on entry to the school is exceptionally low. Although attainment at the end of Year 6 is still low, the very large majority of pupils make good progress from their various starting points. The attainment of those who have attended the school from the start of Reception is average, indicating outstanding progress for this group of pupils. Pupils with special educational needs and/or disabilities make good progress because they benefit from the daily basic literacy and numeracy skills sessions for all pupils. The effective school-wide emphasis on speaking and language skills means those pupils for whom English is an additional language begin to use English as soon as they enter the school. A well-established programme for those who arrive with no English equips them with basic language. These pupils quickly become skilled enough to access the school's curriculum. Because of their late arrival in the school and the need to learn the English language, these pupils attain less than their peers but their progress is good. Absence from school for extended periods affects the progress of a few pupils. Whilst in school, these pupils make at least satisfactory progress. The quality of learning in lessons is good and pupils have positive attitudes to their work. They work well together. Opportunities to talk about their learning are well-structured and this helps their language development. This was observed during the inspection when a Year 6 class made good progress in their understanding of a list of adjectives because they worked together in groups talking about the meaning of the words and furthering their understanding through this collaboration.

The arrival of pupils from many different parts of the world has given valuable opportunities to find out about and understand other cultures and religions. They are curious about differences such as the different dates on which Christmas is celebrated and the number of gods people worship. One boy told inspectors, 'This is a multicultural school and helps pupils who can't speak English well.' Pupils willingly take on responsibilities in

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school and the local community. Year 6 pupils monitor parking in the vicinity of the school working closely with local police officers. Pupils have a clear understanding of the importance of a healthy diet and the need for exercise. The school's recent award of Advanced Healthy School status is testimony to this with many taking part in active extra curricular activities. Some of the older pupils practise their skills as translators for younger children arriving in school with little English, making a good contribution to their school community. Through paired and group work pupils develop good collaborative skills. The 'Fairtrade' steering group develop enterprise skills through their regular meetings to order and plan the promotion of products for sale. These kinds of activities and the average attendance of the large majority of pupils mean they are soundly prepared for the next stage of their education. The low attendance of a small group of pupils hampers their preparedness.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

In the large majority of lessons teaching is good. Positive relationships exist between staff and pupils and classrooms are effectively managed. There is good practice in planning opportunities for pupils to talk with each other and develop language. In a Year 4 mathematics lesson, pupils were encouraged to practise using mathematical language together whilst identifying three dimensional shapes. They did this well, confidently using expressions such as 'triangular prism'. Teachers plan lessons carefully and resources,

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including interactive whiteboards are used well. Teaching assistants are used effectively and are an integral part of lessons, promoting learning for all, as well as the groups they support. Teachers encourage pupils to work independently particularly on their writing. This works well when teachers use previous learning to plan activities so that there is a good match of challenging work to pupils' skills. Very occasionally a few of the more able pupils do not have activities which offer sufficient challenge for their ability. Assessment of pupils' work is thorough and marking is usually frequent. It almost always tells pupils what they have done well and sets a target for improvement. On a few occasions, it does not relate sufficiently to the lesson's learning objective or provide targets to extend the learning of the most able pupils.

The curriculum is planned well to promote the spiritual, moral, social and cultural development of pupils through a good range of enrichment activities aimed at providing pupils with a wide range of experiences they might not otherwise have. This includes an excellent opportunity for pupils from Year 1 to Year 6 to be involved in a residential experience. The school has established a number of productive partnerships to promote the arts and sports. The curriculum is appropriately focused on English and mathematics to support raised attainment in literacy and numeracy. Pupils have good opportunities to use speaking and listening skills in other subjects and there are well planned opportunities to encourage pupils to write English.

Pupils with special educational needs and/or disabilities receive well planned support based on clear identification of their needs. Parents of these pupils work in close partnership with the school to review progress regularly and plan for the next steps. Transition at all stages is good. Information is shared appropriately so that the receiving teachers are well informed of pupils' learning and personal needs enabling them to plan accordingly. Pupils appreciate the toast club which encourages prompt arrival at school for many as well as providing a good social experience.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Senior leaders have an accurate picture of the school's strengths and weaknesses from their effective monitoring of the school's work. There are clear policies in place to guide staff in all areas of their work. Leaders share the same vision for the school and have efficient systems in place to drive improvements forward, and to regularly track an individual's progress. If underachievement is identified, there are a wide range of good strategies which are employed to give additional support. There are many examples where the school promotes equal opportunities well by taking definitive action to close gaps and

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raise attainment for all groups, despite a very small proportion of the few higher attaining pupils, not reaching the higher levels in tests. The school is sensitive to the different needs of its various minority ethnic groups, and governors have prioritised resources to posts which are effectively meeting these needs. The cultural and religious differences within the school are a focus for interest and celebration. Thus racial discrimination is tackled effectively. The governing body supports the school's work well, understanding the challenges it faces. They are fully involved in plans for improvement. Governors often engage with parents and respond well to any concerns which are shared. They ensure that safeguarding procedures are robust and central to the work of the school. The outstanding work with a range of outside professionals for the most vulnerable children and families is indicative of the school's determination to keep pupils protected and safe. The effectiveness with which the school promotes community cohesion is good. The school works well as a cohesive community within its immediate locality, and has a well-established link with a school in a contrasting location elsewhere in England so that pupils learn about communities elsewhere in the United Kingdom. It uses the diversity of its intake to develop its understanding of communities in other parts of the world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the Nursery with skills and abilities which are exceptionally low in all areas of development. They make good progress through the Nursery and Reception classes. Despite this, attainment is still below the expected level when children move to Year 1. This is particularly the case in communication, language and literacy and mathematical development. Progress is particularly good in personal development because there is a strong emphasis on establishing routines and clear expectations of behaviour are shared. Progress is good because the provision is well led and teaching is clearly focused on individual needs. The programme of developing understanding of letters and sounds



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introduced last year is well taught and having an impact on improved attainment. The indoor environment is stimulating and motivates children to learn through play. The outdoor space is used regularly, but activities are not always consistently linked into planning for learning. Planning is thorough and linked to regular review of frequent assessments. It does not always identify particular challenges for all of the most able children. Adults establish effective relationships with parents and carers before children start school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The number of questionnaire returns from parents and carers was just below the average for the size of school. Most parents and carers are very happy with their child's experience at the school. They are particularly positive about the contribution the school makes to their child feeling safe and being healthy. As one wrote, 'We feel our daughter is in a safe environment.' All the parents and carers, inspectors spoke to, commented on how much their child enjoys being part of such a multi-cultural community. Very few parents and carers expressed concerns. Those expressed were principally about lack of progress for more able children. This was investigated during the inspection and the findings are included in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bantock Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	62	25	37	1	1	0	0
The school keeps my child safe	37	54	29	43	2	3	0	0
My school informs me about my child's progress	29	43	34	50	3	4	1	1
My child is making enough progress at this school	28	41	33	49	7	10	0	0
The teaching is good at this school	33	49	27	40	7	10	0	0
The school helps me to support my child's learning	31	46	32	47	5	7	0	0
The school helps my child to have a healthy lifestyle	29	43	37	54	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	40	35	51	4	6	0	0
The school meets my child's particular needs	28	41	38	56	2	3	0	0
The school deals effectively with unacceptable behaviour	30	45	31	46	4	6	1	1
The school takes account of my suggestions and concerns	28	41	35	51	4	6	0	0
The school is led and managed effectively	29	43	32	47	7	10	0	0
Overall, I am happy with my child's experience at this school	29	43	34	50	4	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 October 2010

Dear Pupils

**Inspection of Bantock Primary School, Wolverhampton, WV3 0HY**

Thank you for giving us such a warm welcome on our recent visit, and for sharing your views on the school in discussions and through questionnaires. These have been very helpful. Now I would like to share with you what we found out.

Your school provides you with a satisfactory standard of education.

You make good progress in your work and some of you make outstanding progress. The standards you reach by the time you leave are improving in both English and mathematics. For some of you these are average by Year 6. Many of you have to learn to speak English as well as learn mathematics and English lessons. We were impressed at how well you do this.

Your school is quite different from most others because of the many languages you speak and the different cultures and countries that you come from. You are clearly very proud of this and value the opportunities to learn about other religions, languages and cultures within the United Kingdom.

You are good at volunteering and taking on responsibility and there are many opportunities for you to do this as junior traffic officers, translators and school council members.

Your headteacher and her staff look after you well. You told us that you feel safe in school and that there is always someone to listen to you if you have a difficulty. You behave well in lessons and around school and treat each other well.

You enjoy lessons and it was good to see that teachers plan many activities to keep you interested and make learning fun.

We are asking the staff and governors to do things to make the school even better. We have asked teachers to help some of you gain higher levels in your English and mathematics by telling you what you need to do to reach them. We would also like some of your work to give you a greater challenge. Although the attendance of many of you has improved and is average or above there are still occasions where lengthy absence is preventing a few of you from attaining as well as you could. We would like the school to work with you and your parents to improve this. We hope that you will do your best to help your headteacher and staff to put these things in place and help the school to continue to improve.

Yours sincerely

Ruth Westbrook

Lead inspector

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