

Bushbury Hill Primary School

Inspection report

Unique Reference Number	104290
Local Authority	Wolverhampton
Inspection number	355553
Inspection dates	27–28 September 2010
Reporting inspector	Sue Aldridge

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	Graham Warner
Headteacher	Judith Blundell (Acting)
Date of previous school inspection	11 June 2008
School address	Old Fallings Lane Wolverhampton WV10 8BY
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Age group	3–11
Inspection dates	27–28 September 2010
Inspection number	355553

Registered Childcare provision	Bushbury Hill Neighbourhood Nursery
Number of children on roll in the registered childcare provision	16
Date of last inspection of registered childcare provision	Not previously inspected

Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors, who observed 16 lessons; altogether 10 different teachers were seen. Inspectors held discussions with the acting headteacher, a group of pupils, representatives of the governing body, the School's Improvement Partner and staff. They observed the school's work, and scrutinised policies, improvement plans, records, pupils' work and assessment information. Questionnaires completed by 49 parents and carers, older pupils and staff were analysed.

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

- Does the school take sufficient account of the available information about how well pupils are progressing when evaluating teaching?
- How effectively is the school evaluating the achievement of pupils with special educational needs and/or disabilities?
- How does the school account for the apparent decline in standards in Key Stage 1?

Information about the school

This is a large school compared to other primary schools, although the number on roll is reducing. At over 40%, the proportion of pupils with special educational needs and/or disabilities is well above that found in similar schools nationally; in the main these pupils have moderate learning difficulties. The school has additional funding for two bases for pupils with behavioural, emotional and social difficulties, one at each key stage, and manages this provision. At the time of the inspection, these were accessed only occasionally as almost all pupils were taught alongside their peers. At 58%, the proportion known to be eligible for free school meals is well above that usually found.

Most pupils are of White British heritage and there is a small proportion of minority ethnic origin. This term, the construction of a new school building started on the school's site. The headteacher retired in July this year; the deputy headteacher is acting as headteacher while the governing body recruits a suitable candidate. The school has Healthy Schools status.

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

3

Main findings

The school's overall effectiveness is satisfactory. The effectiveness of the resourced bases is also satisfactory. This is an improving school that is popular with parents, carers and pupils. Staff work hard in partnership with parents and carers to support pupils' learning and well-being. The school also has constructive links with its neighbouring secondary school, community groups and external agencies. These links provide learning opportunities that the school cannot provide itself, and add variety, interest and enjoyment for pupils. The school's pastoral care is a strong feature enhanced well by partnership working with external agencies. The good quality of care gives pupils a strong sense of safety and security, and parents and carers are fully confident that their children are safe at school. Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They develop a thorough understanding of how to keep themselves safe and live a healthy lifestyle; they make increasingly healthy choices at school and help to run health-related activities. They contribute well to the school and wider communities, willingly taking on responsibilities, recycling, entertaining local elderly people and sponsoring a child's education in Zambia. They have also contributed their ideas about the new school building.

Although there is an increasing proportion of good teaching, it is satisfactory overall because it is not consistently effective in securing good progress in all year groups and classes. As a result, pupils' achievement is satisfactory. Children in the Early Years Foundation Stage get off to a good start. In recent years, an increasing proportion of children have entered the nursery with lower than expected language skills and personal, social and emotional development. Because the provision is well-matched to children's individual needs, they make good progress, although not all reach expected levels of development by the end of Reception. As a result, pupils in Year 1 have had relatively low starting points in recent years. The curriculum in Years 1 and 2 is not adapted well enough to take account of this so although pupils make satisfactory progress, there has been a drop in standards in Year 2. In Key Stage 2, considerable thought has been given to making learning experiences appealing and enjoyable, and this has helped to improve attendance and pupils' motivation. Development work to improve teaching and learning generally, and raise attainment in mathematics in particular, has helped to raise standards by Year 6 but did not have the desired impact in Key Stage 1. This summer, standards in Year 6 were broadly average in reading, mathematics and science, although they remained low in writing. Standards in writing lag behind those in reading across the school.

The school has a satisfactory capacity to improve. This is evident in the way it has increased the proportion making the amount of progress expected of them and steadily raised standards by Year 6. It has improved attendance and developed good arrangements to support pupils who find it difficult to behave well. Its self-evaluation is

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mainly accurate, although it does not take enough account of the progress that pupils make over time when judging the effectiveness of teaching. Staff and members of the governing body carry out a range of monitoring and evaluation activities, but they do not always use all the information available to them to identify precisely what is working well and what needs further improvement. The school has not yet made use of national guidance to evaluate the progress made by the large proportion of pupils with special educational needs and/or disabilities.

What does the school need to do to improve further?

- Raise standards, particularly in writing across the school and in mathematics in Key Stage 1, by:
 - ensuring that teaching results in consistently good progress over time in all year groups
 - revising the curriculum in Key Stage 1 so that it is well matched to pupils' needs.
- Strengthen the school's capacity to improve by:
 - making more effective use of assessment information to identify strengths and weaknesses in the provision
 - using national guidance to evaluate the progress made by pupils with special educational needs and/or disabilities
 - ensuring that the governing body is able to influence the school's future direction by being fully and systematically involved in evaluating its work.
- Up to 40% of 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 school's accurate assessments, carried out when children enter the nursery, show that more than half have limited language skills and lack independence, such as being toilet trained. The Early Years Foundation Stage setting takes good account of this by providing additional opportunities for children to acquire these skills, as well as specific programmes and support. Good links with families before children start in the nursery help them to settle well and make good progress, thoroughly enjoying the wide range of experiences to learn through play indoors and outside. In Years 1 to 6, pupils also enjoy their learning and they make increasingly good progress in lessons. However, the gains that they make over time are satisfactory rather than good. They are keen to do well and be praised for good work and behaviour. Most listen carefully to teachers' instructions, and they readily move from one activity to the next with a minimum of fuss. When they are asked to talk to a partner, most do this sensibly although a small number are reticent and contribute little. They develop their ability to work independently and in groups. Most concentrate well and complete tasks within the time set, but occasionally pupils talk about unrelated matters and this limits what they achieve in a lesson. They take care to present their work neatly and are pleased to show it to visitors. Pupils know their targets and older ones are clear about which level they are working at, and what they need to do to move to the next one. Pupils with special educational needs and/or disabilities make satisfactory progress, including those who are taught in the resource bases. Those who need adult support are

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not over-reliant on this. Pupils with behavioural, social and emotional difficulties respond well to the school's support and guidance; they become better able to manage their anger, their behaviour is more socially appropriate and they are increasingly able to learn alongside other pupils. There is no evidence to suggest that any group achieves less well than another. The school keeps a close eye on the performance of different groups and takes suitable action to ensure that all achieve equally well. Pupils' satisfactory achievement and attendance means that they are adequately prepared for the demands of secondary schooling.

The school is a harmonious community in which pupils from different backgrounds get on well together. Even the youngest learn to resolve minor differences because adults guide them well in how to do this. Behaviour is good around school and in lessons, as pupils respond well to the clear and high expectations of staff. Pupils have a well developed understanding of different customs, religions and cultures and they enjoy the special days and events that expose them to new experiences and celebrations.

These are the grades for pupils' outcomes

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

¹ 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?

Teaching is improving as a result of the steps taken by leaders to encourage consistent approaches, such as in the management of behaviour. A whole-school approach to this is effective in ensuring that lessons are calm and purposeful. When activities change, such as from group-work to whole-class seating on the carpet, teachers manage this swiftly and

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with minimal interruption. Although there is no single weakness commonly seen in classes, there were occasions during the inspection when learning was not maximised; this was because there was too little subject emphasis in the lesson or a small proportion of the lesson was devoted to pupils working through tasks. Staff group pupils together effectively so that each can tackle tasks at different levels of difficulty, and the challenge is appropriate. Lesson objectives are always made clear to pupils and almost all lessons end with a review of learning, with pupils having an opportunity to recap on learning and teachers assessing their understanding and levels of confidence. Parents and carers have been empowered to help their children with homework through sessions which help them to find out how to do this. In addition, the school has responded positively to parental requests for a homework club.

The curriculum is particularly successful in encouraging pupils' personal development. For instance, there are good opportunities for pupils to learn about how to keep safe and healthy, and added interest when sessions are provided by outsiders, such as road and cycle safety instructors. Subject specialists from the adjacent secondary school teach some lessons at Bushbury, and pupils visit the secondary school to learn in specialist areas. This adds variety for pupils as well as helping them to become familiar with a secondary setting. Academic development is promoted satisfactorily; the curriculum is not as well matched to pupils' needs in Years 1 and 2 as it is elsewhere. Additional programmes are provided to meet specific needs, such as speech and language therapy, and the curriculum is enriched with a range of extra-curricular clubs.

The quality of working relationships between staff and pupils underpins the good care, guidance and support. Arrangements to keep pupils safe are good, and the school supports vulnerable pupils well. There are strong links with a variety of external agencies so that pupils have access to additional assessment and support when this is needed. Joint working with a home-school liaison officer and an educational welfare officer has contributed to improved attendance. The school is well able to demonstrate, through case studies, how it has intervened to support vulnerable pupils to improve significantly their well-being and attainment. The early-morning club provides a good standard of care for pupils and a welcoming start to the day.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The staff show a considerable commitment to school improvement and morale is good. Expectations are usually high and targets fairly challenging. For instance, there is an expectation that all pupils will make two National Curriculum levels of progress in Key

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Stage 2, whether or not they have special educational needs and/or disabilities. Evaluation of this group's progress largely rests on the proportion of personal targets they have met and the school has not yet made use of national guidance to inform their evaluations.

There is a suitable range of monitoring and evaluation activities shared by staff and the governing body. For example, there is a programme of governor visits and leaders report termly to the governing body on progress in a focused area of concern. Leaders observe lessons and identify from test analysis where provision needs to be strengthened. Class teachers track pupils' progress and senior managers hold teachers to account for the progress made by pupils during half-termly progress meetings. Where differences in performance are noted, the school takes suitable action. The provision of boy-friendly materials has helped to close the gap between boys' and girls' performance in literacy. Evaluations about the quality of teaching are generally based on observations rather than an analysis of the impact of teaching on pupils' progress. Strategies to raise standards in mathematics, such as the addition of a mental mathematics session each week, were rooted in self-evaluation, but have been less successful in Key Stage 1 than in Key stage 2.

All staff contribute to school improvement planning. The plan shows how developments are linked to the school's aims and it contains all the necessary information. The governing body approves the plan and monitors its progress, but does not contribute directly to it. Governors have influenced the design of the new building, by suggesting the inclusion of withdrawal areas. Safeguarding arrangements meet requirements; good practice is evident in several aspects, particularly the way that the curriculum covers a wide range of relevant topics, from e-safety to domestic violence. The school has carried out an audit of ways in which it promotes community cohesion and has a suitable action plan showing how it intends to improve on this. For instance, there are plans to link with a school in a rural area. The plan is fairly recent and so it is too early for the school to have evaluated any of the intended actions.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Children in the Nursery and Reception classes develop well from what are often low starting points. The curriculum reflects well their particular needs. For instance, there is a strong emphasis on the development of language skills and personal, social and emotional development. A daily phonics session encourages awareness of sounds and letters and 'Time to talk' workshops help parents and carers to develop their children's language. Role play areas are changed frequently to encourage speaking and listening and the Nursery environment encourages children to be independent from the start; they gradually learn to take responsibilities, such as growing vegetables in the raised beds. Free access to the snack table encourages children to make healthy eating choices and they learn how to play safely. The outdoor area is used well, and there is a suitable balance of activities chosen by children and those led by adults. All staff are experienced in interacting with children and key workers take responsibility for addressing children's particular needs, spending time with them working on those skills that are weaker than others. Early assessment of language development enables staff to refer children quickly to a speech and language therapist.

The Early Years Foundation Stage leader has a clear vision and knows where the strengths and areas for development lie. For instance, the setting is in the process of developing annotated photographic records of children's progress or 'Learning Journeys' for each child. Good relationships with parents and carers prior to children starting in the nursery continue throughout their time in the setting and help children to make transitions with confidence.

The on-site nursery for babies and toddlers complies with the requirements for registration. It makes good provision for children and so outcomes are good. The setting is well led and managed.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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

In a fairly typical percentage return of questionnaires, parents and carers showed their high satisfaction with all that the school provides. Very few disagreed with any of the statements. None wrote additional comments expressing personal views or concerns. Parents and carers are unanimous about several aspects of the school. All say that their children enjoy school; they are happy with the school and feel that it meets children's needs. They are confident that their children are safe in school and that it helps children to lead a healthy lifestyle. All agree that the school helps them to support their children's learning and that children are well prepared for the future. Parents and carers all agree that the teaching is good. Inspectors found that there is growing proportion of good teaching, but that, overall, teaching is satisfactory because it leads to pupils making satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bushbury Hill 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 298 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	80	10	20	0	0	0	0
The school keeps my child safe	42	86	7	14	0	0	0	0
My school informs me about my child's progress	36	73	12	24	0	0	0	0
My child is making enough progress at this school	37	76	11	22	1	2	0	0
The teaching is good at this school	37	76	12	24	0	0	0	0
The school helps me to support my child's learning	38	78	11	22	0	0	0	0
The school helps my child to have a healthy lifestyle	39	80	10	20	0	0	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)	35	71	14	29	0	0	0	0
The school meets my child's particular needs	38	78	11	22	0	0	0	0
The school deals effectively with unacceptable behaviour	31	63	17	35	1	2	0	0
The school takes account of my suggestions and concerns	33	67	14	29	1	2	0	0
The school is led and managed effectively	36	73	12	24	0	0	0	0
Overall, I am happy with my child's experience at this school	39	80	10	20	0	0	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



29 September 2010

Dear Pupils

Inspection of Bushbury Hill Primary School, Wolverhampton, WV10 8BY

Thank you for making us welcome at your school. We enjoyed seeing you learn and talking to you about your work and school life.

We decided that yours is a satisfactory and improving school. There are several good features. You develop well as young people, learning about how to keep yourselves safe in many different situations. We were pleased to hear that almost all of you feel safe in school and enjoy coming. You learn a good deal about keeping healthy, take plenty of exercise and choose healthy foods at school. You willingly take responsibilities, help out in the local community and you are helping to provide schooling for a pupil in Zambia. Your behaviour is good and the school is a pleasant place to be because everyone gets on well together. The staff work well with your parents and carers, and they are pleased with what the school provides for you. There are also links with people and organisations outside the school. These help to provide some interesting and enjoyable activities; they also help you to get extra support which the school could not provide itself. The arrangements to keep you safe are good.

Some things need to be improved.

Teaching needs to get even better than it is now, so that you make faster progress and reach higher standards, especially in writing but also in mathematics in Years 1 and 2.

The staff and governing body need to develop better ways of working out exactly what needs to be improved so that they can target these areas.

You can help with school improvement by doing your best to reach your targets and attending regularly.

Yours sincerely

Sue Aldridge

Lead inspector

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