

Bankwood Community Primary School

Inspection report

Unique Reference Number	107066
Local authority	Sheffield
Inspection number	377523
Inspection dates	3–4 July 2012
Lead inspector	Melvyn Hemmings

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	David Miller
Headteacher	Fiona Connor
Date of previous school inspection	1–2 July 2010
School address	Bankwood Close Sheffield S14 1LW
Telephone number	0114 239 6711
Fax number	0114 249 4085
Email address	enquiries@bankwood.sheffield.sch.uk



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Introduction

Inspection team

Melvyn Hemmings
Doreen Davenport

Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 16 lessons or parts of lessons taught by eight teachers. Discussions were held with members of the governing body, staff, groups of pupils and a representative from the local authority. Inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Inspectors listened to pupils reading. Questionnaires from staff, pupils and from 33 parents and carers were scrutinised. The inspectors took account of the four responses to the on-line Parent View survey in planning the inspection.

Information about the school

Bankwood is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average. The proportion of pupils from minority ethnic groups is above average. More pupils than average join or leave at other than the usual points in the school year. Most children who join the Reception Year move from the adjacent children's centre. This is subject to a separate inspection and the report is published on the Ofsted website. The school meets the current floor standards, which set the government's minimum expectations for attainment and progress. The school has gained a number of national awards, including the Achievement for All Quality Mark.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- Bankwood Community Primary is a satisfactory school. Its main strengths are pupils’ improving progress and attainment, the good start that children make in the Early Years Foundation Stage, the care of pupils and the strong teamwork of senior leaders and the governing body in taking the school forward. It is not yet good because achievement is only satisfactory and there are inconsistencies in the quality of teaching. Also, middle leaders are not fully involved in driving improvement. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Although pupils’ attainment in English and mathematics is below average at the end of Year 6, there has been a trend of improvement in recent years and it is clearly rising. Increasing numbers are making better than expected progress. Children in the Early Years Foundation Stage make good progress and achieve well.
- The proportion of teaching which is good is improving. However, there are inconsistencies in its quality between classes that mean that pupils do not always make the progress of which they are capable.
- Pupils’ behaviour and engagement in lessons contribute to a safe and orderly school environment. They have generally positive attitudes to learning. Although attendance is below average, it has improved significantly in recent years.
- The purposeful leadership of the headteacher and effective teamwork of senior leaders and the governing body have been central to the school’s improvement. Middle leaders carry out their responsibilities diligently but are not fully involved in driving the school forward. The leadership of teaching and management of performance have improved the quality of teaching but it is not yet consistently good. The curriculum generally meets pupils’ needs but does not provide sufficient opportunities for them to practise and improve their literacy and numeracy skills.

What does the school need to do to improve further?

- Raise attainment in English and mathematics to at least the national average by:
 - improving pupils' reading skills and extending their vocabulary to improve their ability to write creatively
 - improving pupils' understanding of place value in mathematics and their ability to solve problems in real-life situations
 - increasing opportunities for pupils to practise their literacy and numeracy skills in meaningful contexts across the curriculum.

- Improve the quality of teaching to at least good by:
 - ensuring that different groups are always challenged effectively, especially the more able
 - making sure teachers use marking and feedback consistently to give pupils precise guidance on how to improve.

- Strengthen leadership and management by developing the role of middle leaders in driving improvement.

Main Report

Achievement of pupils

Pupils achieve satisfactorily from their skill levels on entering school, which are well below those expected for their age. Children in the Early Years Foundation Stage make good progress across the areas of learning, especially in their personal, social and emotional development. They quickly gain confidence in working and playing with others in pairs and small groups, taking turns and sharing equipment fairly. Children enjoy their activities and are willing to make choices for themselves. Pupils in Years 1 to 6 make satisfactory progress overall. They generally have positive attitudes to learning, showing interest and enthusiasm in their activities. Pupils listen attentively and follow instructions promptly. They respect the views of others and collaborate well to complete tasks, such as when pupils in Year 2 were helping each other make a model of a pirate ship.

Attainment in English and mathematics is below average by the end of Year 6 but has risen since the previous inspection. Pupils write in a variety of styles, including poetry and narrative writing, but their limited vocabulary restricts its creativity. In mathematics, pupils do not have a secure grasp of place value and are not adept at solving real-life problems. Attainment in reading is below average at the end of Key Stage 1 and by the time pupils leave Year 6. Pupils enjoy reading but lack fluency and expression when reading aloud. Improvement since the previous inspection in the way that pupils are taught the sounds that letters make is narrowing the gap between pupils' attainment and the national average for reading.

In their questionnaires, all parents and carers agreed their children were making good progress. Inspection evidence shows that, though increasing numbers of pupils are making better than expected progress, it is satisfactory overall. Disabled pupils and those who have special educational needs make the same progress as other pupils. This is a result of their

particular needs being identified early and well-targeted extra support provided to meet them. Pupils known to be eligible for free school meals and those from minority ethnic groups make the same progress as other pupils. There are times when more-able pupils do not make sufficient progress because of a lack of appropriate challenge.

Quality of teaching

Children in the Early Years Foundation Stage make good progress because adults work effectively as a team to meet their individual needs. Activities are interesting, practical and planned carefully to build upon prior learning. The outdoor area is used well to extend learning that has taken place in the classroom. Children tackle activities with enthusiasm, such as when playing a variety of musical instruments to accompany their singing. Through the rest of the school, teachers have secure subject knowledge that enables them to explain new ideas clearly and confidently. They provide interesting activities that capture and maintain pupils' interest. Teaching assistants are deployed effectively to promote learning, particularly for disabled pupils and those who have special educational needs. Inconsistencies in the quality of teaching means there are times when different groups are given work that does not provide sufficient challenge. This limits the progress pupils make and is especially the case for those who are more able. Marking and feedback is not always used effectively to provide pupils with precise guidance on how to improve.

In the best lessons, teachers have high expectations of pupils' performance and provide activities that are carefully tailored to meet individual need. This was observed in an English lesson for pupils in Year 5 in which they were learning how to develop appropriate detail in paragraphs in a recount of the Greek myth of King Midas. Teaching was imaginative, well-paced and successful in engaging and motivating pupils to learn. Another good example was in a lesson for pupils in Year 3 in which they were developing their skills in writing a character description. The teacher gave pupils clear guidance on what they needed to do to achieve success and used praise effectively to promote their resilience and confidence in tackling the challenging activity.

Teachers successfully promote pupils' moral and social development through high expectations of their behaviour and by providing many opportunities for them to work collaboratively. Cultural development is enhanced by opportunities for pupils to discuss and learn about cultures different to their own. Spiritual development is fostered by pupils being encouraged to be curious and to reflect upon their learning. All parents and carers who returned their questionnaires agreed that their children were taught well. Inspection evidence shows that teaching is satisfactory overall with an increasing proportion being good.

Behaviour and safety of pupils

Parents, carers, staff and pupils are generally positive about behaviour. In their questionnaires, a few parents and carers did not agree that the school deals with any cases of bullying effectively. Pupils have a good understanding of the different kinds of bullying, such as cyber-bullying, racist behaviour and persistent name-calling. They said any such instances are rare and were confident that if it did occur it would be dealt with quickly by staff. Pupils and staff indicated that behaviour has improved over time. This is confirmed by a scrutiny of behaviour logs. The school's behaviour management procedures are clear and

usually applied, but some inconsistencies exist and low-level disruption to learning occurs occasionally. This is not a common feature and pupils, including those with behavioural difficulties, try hard to respond to the school's strategies for managing and improving behaviour.

Pupils feel safe and secure at school and know how to keep themselves and others safe. The curriculum provides good opportunities for pupils to learn about road, water and railway safety. Pupils know what to do if approached by a stranger. They willingly take on responsibilities, such as being a member of the school council. In so doing, pupils gain a voice in how the school should develop. For example, the council is currently exploring how the school library could be improved by the provision of better quality furniture. Pupils who join during the year are supported well to ensure they quickly settle into everyday routines. Though attendance is below average, it is improving over time because of the robust action taken by the school.

Leadership and management

Senior leaders are motivated to seek further improvement and are effective in focusing the school's efforts on the right priorities. All staff and the governing body share a common vision for taking the school forward and morale is high. Self-evaluation is accurate and gives a realistic picture of the school's strengths and weaknesses. Professional development and performance management has been successful in improving the quality of teaching, though inconsistencies between classes remain. Middle leaders are not fully involved in monitoring and evaluating the school's performance mainly because time has not been allocated for them to do so. This limits their effectiveness in promoting improvement. The governing body is supportive and influential in shaping the direction of the school. Capacity to improve is demonstrated by a trend of sustained improvement in achievement, teaching, behaviour and attendance.

Safeguarding regulations and duties are met. All staff have been suitably trained and have the skills and expertise required. The care and safety of pupils are paramount and parents and carers are very appreciative of how their children are looked after while in school. The procedures for supporting those pupils who are potentially vulnerable due to their circumstances are effective in supporting their learning and development. Induction procedures are comprehensive, which is important, as above average numbers of pupils join school at various points during the year. The promotion of equality and tackling of discrimination is satisfactory, with the school having relevant information about the performance of different groups.

The curriculum has been revised to better meet the needs and aspirations of pupils. However, it does not provide sufficient opportunities for pupils to practise and refine their literacy and numeracy skills in meaningful contexts in subjects other than English and mathematics. It is enhanced by a variety of extra-curricular activities and visits to places of educational interest, including Sheffield Town Hall and the local library. In the Early Years Foundation Stage, the curriculum is planned well to provide a good balance between adult-led activities and those chosen by children themselves. The curriculum promotes pupils' social and moral development by providing opportunities for them to work collaboratively and to reflect upon how their actions affect others. Spiritual and cultural development is fostered by the opportunity for pupils to have a sense of enjoyment and fascination about learning about themselves and to explore the cultural diversity of modern day Britain. The school has positive relationships with parents and carers. As one commented, 'My child loves

school and can't wait to get there.' The developing links with the children's centre benefit pupils' learning and the school's engagement with parents and carers.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



5 July 2012

Dear Pupils

Inspection of Bankwood Community Primary School, Sheffield, S14 1LW

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a satisfactory school and that:

- although your attainment at the end of Year 6 is below average, it is improving
- you feel safe and are happy to come to school, as indicated in your questionnaires
- children in the Reception class have a good start to their education
- the curriculum is enriched by extra-curricular activities and educational visits, such as to Sheffield Town Hall
- you enjoy school, as shown by your improving attendance
- staff and governors are working hard to help you do better.

What we have asked your school to do is:

- raise your attainment in English and mathematics
- make sure teachers always give you work that makes you think hard, especially those of you who find work easier than most
- use marking consistently to show you how to improve
- develop the skills of those teachers who lead subjects in helping the school to improve further.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead Inspector

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