

Bromley Hills Primary School

Granville Drive, Kingswinford, DY6 8LW

Inspection dates 13–14 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good progress and leave school with attainment that is above average.
- Pupils who start to fall behind in their learning are identified and supported immediately, so catch up quickly.
- Teaching is good, with some that is outstanding. Teachers have high expectations of what pupils can achieve. They use questions and marking very well to move learning on at a good pace.
- Pupils behave well and feel safe in school. They have very positive attitudes to learning. Pupils concentrate hard and are keen to do their best.
- Good leadership and management from the school's senior leaders have contributed to significant improvements since the last inspection. Staff morale is much higher and previous underachievement has been eliminated as teaching has improved.

It is not yet an outstanding school because

- Opportunities are sometimes missed to promote writing in the Early Years Foundation Stage and work is not always matched well enough to pupils' abilities in other classes, especially Year 2 where the class reading books are too easy for some.
- Attendance is average; actions to improve this have not been as successful as those in other areas.
- Subject co-ordinators are not yet playing a sufficient role in monitoring and evaluating teaching in their subjects.

Information about this inspection

- Inspectors observed 28 lessons. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with pupils, members of the governing body, a representative of the local authority and staff, including senior and middle leaders.
- Inspectors met with parents and carers. There were 10 responses to the online questionnaire (Parent View).
- Inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress and attendance, planning and monitoring documentation, records relating to behaviour and documents relating to safeguarding.

Inspection team

David Driscoll, Lead inspector	Additional inspector
Janet Bird	Additional inspector
Denise Dalton	Additional inspector

Full report

Information about this school

- Bromley Hills is larger than most other primary schools.
- The proportion of pupils supported through school action is below average.
- A high proportion of pupils are supported through school action plus or have a statement of special educational needs. Most of these pupils have speech, language and communication difficulties.
- The proportion of pupils eligible for the pupil premium is similar to the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school had six different headteachers in the five years preceding the arrival of the current headteacher and his deputy in 2009.

What does the school need to do to improve further?

- Increase the proportion of outstanding lessons by:
 - taking all opportunities to encourage early mark making and promote writing in the Early Years Foundation Stage
 - ensuring pupils are given reading books in class that are more closely matched to their abilities in Year 2
 - ensuring tasks are consistently matched accurately to pupils' abilities in Years 1 to 6.
- Raise attendance to above the national average by July 2013 by:
 - analysing attendance data in greater depth to identify emerging patterns of falling attendance more quickly
 - raising the trigger for intervention to 91%
 - increasing the role played by the governing body in dealing with parents and carers whose children are persistently absent.
- Extend the role of subject co-ordinators in monitoring and evaluating teaching in their subjects.

Inspection judgements

The achievement of pupils is good

- The school's leaders have successfully tackled the legacy of underachievement resulting from the many changes of headteacher and subsequent lowering of staff morale.
- Children join the nursery with skills, knowledge and understanding that are below those expected for their age. They make good progress in most areas of learning and attainment on joining Year 1 is now average. Although satisfactory, progress in writing is not as good as in other areas and attainment remains below average on starting Year 1.
- Progress in Years 1 to 6 is good. Attainment has been improving faster than the national average in Year 2 and is average in reading, writing and mathematics. This represents good progress as these pupils started Year 1 with attainment that was below average.
- Attainment on leaving Year 6 is above average. Almost all pupils, including the disabled, those with special educational needs and those supported through the pupil premium, achieve well and leave the school having reached or exceeded national expectations. The proportions reaching Level 5 or above are almost twice the national average in English and mathematics.
- Pupils are well equipped with the basic skills necessary to do well at secondary school and in later life. They read widely and fluently. They apply their mathematical skills well to everyday situations, such as budgeting.
- Progress is good in most classes and subjects. There are some variations, with slower progress in some and outstanding progress in others. School's leaders are keenly focused on improving progress in all areas to their very best.
- Teachers and teaching assistants are particularly effective in supporting disabled pupils or those with special educational needs, as they only receive help when they really need it and develops their independence. They also work well with pupils supported by the pupil premium who are absent more often than their peers and need to catch up work missed while they were not at school.

The quality of teaching is good

- Better teaching has been at the heart of the school's improvement.
- Teachers in the Early Years Foundation Stage take every opportunity to encourage children to read and use numbers. Opportunities to encourage writing, such as forming letter shapes in the sand pit, are often missed so progress in this area is slower than others.
- Teaching assistants are deployed exceptionally well to ensure equality of opportunity for all pupils. They record the results when teachers check how well pupils have understood a new topic through their effective questioning.
- Teachers and teaching assistants ensure that any pupils who are not secure in their understanding are immediately taken to one side for extra support. Any who still have difficulties are removed from the main class for more intensive teaching on the topic. Pupils quickly catch up with their peers.
- Teachers have high expectations of what pupils will achieve. They plan work that is usually demanding and the pace of learning is pushed along as teachers only give pupils limited

time to complete tasks. This ensures pupils concentrate and work hard to complete tasks in the given time.

- Teachers explain concepts clearly, using simple examples that pupils quickly understand.
- Work is sometimes a little too demanding for the least able pupils, or not hard enough for the most able. Some of the least able pupils struggle to keep up, or the most able finish before others.
- Reading books used in class and for homework are usually matched well to pupils' abilities. Teachers encourage pupils to read more widely by introducing them to new authors whom they think the pupils might enjoy.
- In Year 2 all pupils read the same book in class; this is not extending the more-able readers. Books sent home, on the other hand, are well matched to pupils' abilities.
- Teachers' marking is helpful and informative. It is frequent and explains what pupils need to do to reach the next level.
- Homework is very effective; teachers give pupils responsibility for their own learning. Pupils are all given basic homework, and those in later years are given the option of extended homework. Many take up this option as they enjoy the challenge more difficult tasks provide.

The behaviour and safety of pupils are good

- Changes to the curriculum have improved pupils' attitudes to learning. They enjoy the way that topics are made more relevant, for example visiting the forest when studying Robin Hood.
- More pupils are now taught in classes grouped by ability, which makes it easier for teachers to set work that is well-matched to pupils' needs and so ensures good levels of engagement.
- Most pupils apply themselves well for the full duration of the lesson. They respond immediately to their teacher's prompts and instructions to continue working.
- Pupils are polite and courteous towards others. The very few incidents of bullying have all been name calling, which is quickly stopped by staff consistently applying the school's policies and procedures.
- The school has an impressive record of reintegrating pupils excluded from other schools. There have been no permanent exclusions since the previous inspection and fixed term exclusion is very rare.
- The school successfully fosters good relations and tackles discrimination. Pupils celebrate differences between pupils from different faiths and backgrounds, and look forward to finding out more about them.
- Good manners are the norm. Staff are quick to challenge any lapses, such as saying 'what' instead of 'pardon' or forgetting to say 'please'.
- Attendance has improved, but not as quickly as other aspects of the school's work. It is average, but the attendance of those supported through the pupil premium is below

average.

The leadership and management are good

- The headteacher and his deputy have forged a strong team of staff who all look to improve their practice and raise pupils' achievement. Staff morale is now high.
 - The school has effective policies and procedures that are managed well and implemented consistently.
 - Checks on teaching, by the school's senior leaders, provide an accurate picture of its good quality. Areas for improvement are identified clearly for all staff and effective training provided to raise the quality of teaching. Staff have also benefited from observing high quality teaching.
 - Subject co-ordinators are clear on where improvements are needed, and how to bring about change. They are not yet sufficiently involved with the monitoring and evaluation of teaching.
 - Data on pupils' academic performance is analysed exceptionally well and presented in ways that meet the differing needs of the governing body, subject co-ordinators and class teachers.
 - Attendance data is not analysed as effectively, so emerging trends of an individual's increasing absence are not identified quickly enough. Letters to parents are not sent home until attendance falls to 90%, by which time poor habits may be established.
 - Areas for development, and the success of actions to improve them, are identified termly so the school quickly addresses any emerging weakness before its impact on performance becomes significant.
 - The curriculum has improved significantly and is now good. There are strong links with other schools, including those in other countries, the number of extra clubs and activities has quadrupled and the Easter booster clubs have proved exceptionally popular and effective.
 - Most parents are happy with all that the school provides, although the school website is not effective in providing them with information as many of the links are broken.
 - The local authority has provided effective support, especially through the services of another experienced headteacher and consultants in English and mathematics, which has increased the rate of improvement. Much of the support has now been withdrawn as the school has demonstrated that it has good capacity to continue its improvement.
- **The governance of the school:**
- The governing body play an outstanding role in monitoring and evaluating teaching. The whole governing body visit the school twice each term to observe lessons, join activities and meet with subject co-ordinators and other middle managers.
 - Members of the governing body use data well to ensure they have a strong understanding of its strengths and weaknesses. They play a good role in improving teaching, but their role in promoting good attendance is limited.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	103819
Local authority	Dudley
Inspection number	400660

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	317
Appropriate authority	The governing body
Chair	Jane Morgan
Headteacher	Jon Stevens
Date of previous school inspection	12 July 2010
Telephone number	01384 816940
Fax number	01384 816941
Email address	jstevens@bromhills.dudley.sch.uk

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