

Bantock Primary School

Aston Street, Penn Fields, Wolverhampton, WV3 0HY

Inspection dates 26–27 September 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The good progress made by some pupils, particularly in Years 5 and 6, is not made consistently in other year groups, or by all pupils.
- Tasks set for pupils are not always demanding enough, particularly in mathematics.
- When teachers mark work or talk to pupils about their work, they do not always give clear guidance about how pupils can improve.
- Homework in Key Stage 2 is not used well enough to consolidate learning, and is not valued highly enough by staff, pupils and their parents and carers.
- Information gathered about pupils' achievement, and teaching skills, is not used effectively by leaders and managers to develop clearly focused plans that will improve achievement rapidly.

The school has the following strengths

- The school provides a very welcoming and caring environment. This helps pupils who join the school to settle quickly.
- Pupils behave well, play very well together and are keen to learn.
- Teachers and other adults in the classroom, ask good probing questions.
- Teachers introduce lessons in interesting ways.
- Standards at the end of Key Stage 2 are improving and are nearing the national average.

Information about this inspection

- Inspectors spent time in 15 lessons and saw 14 members of staff teaching and working with the pupils.
- Meetings were held with members of staff, the governing body and a representative of the local authority.
- The inspectors observed the work of the school and looked at the school’s development plans, minutes of the governing body, the school’s records of pupils’ progress, and work in their books and ‘learning journeys’.
- Inspectors took account of the three responses to the online questionnaire (Parent View) and held informal discussions with parents or carers at the start of the day.

Inspection team

Jenny Batelen, Lead inspector	Additional inspector
Richard Boswell	Additional inspector
Steven Cartlidge	Additional inspector

Full report

Information about this school

- This is a larger-than-average primary school with Nursery and Reception classes within the Early Years Foundation Stage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is 10% and below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action plus or with a statement of special educational needs is 4% and below average.
- A small minority of pupils come from White British backgrounds with most pupils coming from a variety of minority ethnic backgrounds. The largest groups are Indian, Pakistani and any other White backgrounds.
- Over 30 different languages are spoken within the school and a large majority of pupils speak English as an additional language.
- The number of pupils joining or leaving the school other than at the usual starting time is much higher than usual. Most of these pupils arrive from abroad with little or no English.
- About 30% of pupils are known to be eligible for the pupil premium which is above average.
- The school meets the current government floor standard, which sets the minimum expectations for attainment and progress.
- The leadership of the school is currently in a period of change as senior members of staff have just retired. As a result, there are some senior and middle leaders new to their post and a current vacancy.

What does the school need to do to improve further?

- Improve teaching across the school, so that all pupils are able to make good or better progress, by:
 - providing pupils with written and oral comments about the tasks they have completed so that they have clear guidance about how to further improve their work
 - planning tasks that challenge all pupils, but especially the higher ability pupils and particularly in mathematics in Years 1 to 4
 - ensuring that homework for pupils in Key Stage 2 consolidates classroom learning and is valued by staff, pupils and parents and carers.
- Improve leadership and management at all levels, including the governing body, so that there is a better strategic approach to raising achievement, by:
 - ensuring that information about pupils' progress and circumstances is collated and the clear and measurable impact of all interventions and strategies is evaluated
 - using collated information about progress, together with summarised details of the strengths and areas to develop in teaching, to inform development planning
 - ensuring that governors question and challenge leaders to raise their expectations.

Inspection judgements

The achievement of pupils

requires improvement

- Although there are areas of good progress it is not sufficiently consistent across all year groups, or between pupils of different abilities and backgrounds. Progress in mathematics is not always as good as in English, especially for pupils of higher ability in Years 1 to 4.
- Children enter the Nursery with skill levels that are below those expected for their age. They make good progress through the Early Years Foundation Stage.
- Standards at the end of Year 6 are beginning to improve and are nearing the national average.
- The many pupils who join the school throughout the year are helped to settle quickly and, when necessary, to acquire basic English oral and written skills. Progress is recorded for individuals and there is evidence of good progress by some.
- Certain groups of pupils make good or better progress, particularly pupils of Indian and Pakistani backgrounds. The progress made by White British pupils and those from other White backgrounds is inconsistent and sometimes below that of their peers. This is also true for pupils known to be eligible for the pupil premium.
- Disabled pupils and those who have special educational needs are well supported through specific interventions and adult help; as a result they often make good progress.
- Phonic skills (the sounds that letters make) are taught throughout the Early Years Foundation Stage and Key Stages 1 and 2, so most pupils have a good foundation of skills required for reading and writing.
- Pupils are given many opportunities to read throughout the school day, including in the Early Years Foundation Stage where children enjoy looking at and sharing their books at the start of the session.
- Those who speak English as an additional language are well supported to make good progress in acquiring the necessary skills to read and develop vocabulary in all areas of their learning. This was clearly demonstrated in a Year 2 mathematics lesson as pupils discussed their learning from a lesson about numbers 'in between'. Some could take part fluently, while others acquiring English showed their understanding through symbols.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not leading to consistently good progress being made across the school.
- Teacher use a range of assessments to plan appropriate lessons. This is particularly effective in Years 5 and 6 because pupils know what levels they are working at and have aspirations to improve further.
- Tasks set for pupils to work at independently in Years 1 to 4 do not always challenge them to think hard about their work, especially in mathematics. Consequently, pupils, particularly those of higher ability, find the work easy and are not developing their skills sufficiently to move rapidly to the next level of understanding.
- Teachers plan introductions to lessons that interest and enthuse all pupils, whatever their

level of understanding or acquisition of the English language. Year 3 and 4 pupils were excited about describing a fantasy character after being introduced to the story of *Aliens in their Underpants* through the use of a film clip. The teaching assistant provided extra support to one group of pupils, using the book to develop their language skills.

- Teachers and teaching assistants are skilled at asking probing questions, especially when working with small groups and individuals, so that pupils extend their understanding of their work.
- Written and oral feedback does not always give pupils an opportunity to think about how they can improve the work they have done. Consequently, pupils are not able to be independent in their learning and take responsibility for ensuring that they meet their next target.
- Pupils who join the school during the term are provided with an effective introduction according to their needs. A small group of Year 3 and 4 newcomers were well supported to grasp the alphabet, days of the week, seasons and numbers, in order to equip them to cope with classroom work.
- Teachers link subjects wherever possible. This was demonstrated in a Year 5 and 6 mathematics lesson when one group was asked to calculate the ages and length of reign of British monarchs, which linked to the current study of Queen Victoria. Pupils used their subtraction skills as well as developing their historical understanding.
- Children in the Early Years Foundation Stage are able to choose from a range of adult-led and child-initiated activities that support their current learning. The lack of easy access to the outside area is managed so that children have as many opportunities as possible to work and play outside.
- Homework for older pupils is not used as an effective tool to consolidate the work done in school. Pupils are unclear about why they are doing it and parents and carers expressed a view that what was given was too easy and was not developing the skills of independent learning that pupils need for the future.

The behaviour and safety of pupils are good

- Pupils behave very well at all times. Pupils work well together, support each other in their learning and they are quick to praise their friends when they have a success.
- The thorough induction of new pupils ensures that they settle quickly. The school has a calm and welcoming environment. One parent said, 'It feels like a family.'
- Pupils enjoy their learning and, as a result, they are keen to do their work, quickly settling to their tasks. In all classrooms there is a positive atmosphere that enables learning and teaching to continue without any disruption.
- Consistent strategies across the school mean that pupils who may sometimes find it difficult to manage their own behaviour are helped to stay on task and to handle relationships with others. The school has clear evidence of marked improvements in behaviour over time for individual pupils.
- Pupils understand about bullying, including name-calling. They acknowledge that the very few instances of bullying that occur in school are dealt with swiftly and effectively by the adults. As a result, they have no concerns.

- Pupils feel safe and understand how to keep themselves safe, including when using modern technologies. Pupils praised the work the school has done to help them understand this.
- The school works hard with parents and carers to help them understand the importance of their children attending school regularly.

The leadership and management requires improvement

- The headteacher leads a very cohesive community where the many different cultures and traditions are valued. There is no discrimination but, although standards are rising, differences in rates of progress between groups have not been fully eliminated.
 - Leaders and managers are clear that achievement must improve, and focus on this. However, sometimes expectations of all pupils are not high enough to ensure that their progress is consistently good.
 - One reason that improvement is not more rapid is that the detailed knowledge that many staff have of individual pupils, including that from assessments, is not efficiently collected together to create an overall picture. As a result, the impact of interventions cannot be easily measured and interventions fine-tuned. Data about progress does not feed efficiently into development planning.
 - Leaders and managers have taken action to improve teaching at an individual level. The process of setting targets for teachers and teaching assistants allows them to focus on particular development points to improve their practice and to access appropriate training. As a result, there are examples of good and outstanding teaching. Leaders are also appropriately identifying the skills needed in newly appointed staff in order to ensure that the school continues to have the capacity to improve.
 - Target setting for teachers is closely linked to whole-school development and takes into account whole-school priorities. This leads to improvements in the areas identified for development. However, information from lesson observations is not always collated in an efficient way to help decide what should be the priorities for school improvement.
 - Parents and carers have the confidence to approach staff and to share concerns. There are many systems in place to provide support for pupils and their families when necessary, including liaising closely with outside agencies.
 - The curriculum provides rich experiences for the pupils. Visits and visitors enhance pupils' understanding of topics they are studying. There are celebrations of the many cultures represented in school, such as an 'Opening Ceremony' prior to the Olympics, when pupils worked together in their mother country groups to prepare for the procession. Musicians and dancers deepen pupils' cultural experiences.
 - The school works in partnership with local schools, focusing on raising achievement for disabled pupils and those who have special educational needs and also higher attaining pupils. This work has been supported appropriately by the local authority.
- **The governance of the school:**
- operates a strong link-governor system that deepens the governing body's understanding of the work of the school
 - does not always question the school's leadership sufficiently and provide the necessary

- challenge to ensure that progress improves and standards rise rapidly
 - has rigorous and effective controls to ensure the appropriate use of finances, including additional funding
 - meets statutory responsibilities, including for safeguarding.
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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	132197
Local authority	Wolverhampton
Inspection number	406477

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	346
Appropriate authority	The governing body
Chair	Certain Lester
Headteacher	Patricia Alison Bull
Date of previous school inspection	11 November 2010
Telephone number	01902 558710
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