

Quarry Bank Primary School

High Street, Quarry Bank, Brierley Hill, DY5 2AD

Inspection dates 12–13 February 2013

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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children enter the Nursery with standards that are well below expectations and very weak communication skills. They go on to make good progress and achieve well throughout their time in the school.
- By Year 6, attainment is average in reading, writing and mathematics. It has improved significantly in recent years.
- Disabled pupils and those who have special educational needs do well. This is because teaching and support staff understand their needs and help them to succeed. For the same reason, pupils in the Language Unit do well.
- Teaching is good. Senior leaders check it regularly and have been effective in helping it to improve.
- All teachers make effective use of information about how well pupils are doing to help them improve.
- Additional government funding has been used effectively to support pupils in danger of falling behind. As a result, their progress has improved over time and is now good.
- Behaviour is outstanding and pupils feel very safe in school. They have impressive attitudes towards learning and play a key part in the life of the school. There has also been a big improvement in their attendance.
- Leadership is good. The headteacher sets high expectations for staff and pupils. She has successfully guided the school through major changes and improvements to teaching and achievement since the previous inspection.
- Other leaders, including the governing body, lead this school well. They manage teachers' performance effectively.

It is not yet an outstanding school because

- While progress is good overall, pupils' achievement in writing is lower than in reading
- Occasionally, teaching does not encourage the most able pupils to take enough risks in their learning or work out ideas for themselves sufficiently.

Full report

Information about this inspection

- Inspectors observed 18 lessons of which five were joint observations with senior leaders. In addition, they listened to pupils read in Year 1 and met formally with two groups of pupils and the school council.
- In addition, inspectors visited the resourced provision specialist language unit on the school site which is managed by the local authority.
- Inspectors looked at a range of documentation including the school development plan, the school's own assessment data and self-evaluation, safeguarding documentation, teachers' planning and attendance data.
- Inspectors took account of the 17 responses to the online questionnaire (Parent View) and met with parents informally at the start of the school day. Staff questionnaires were also checked

Inspection team

David Turner, Lead inspector	Additional Inspector
Doris Bell	Additional Inspector
Trevor Neat	Additional Inspector

Information about this school

- Quarry Bank Primary School is a larger than average-sized primary school.
- The vast majority of pupils are White British.
- The proportion of disabled pupils, those with a statement of special education needs or those who need extra support at school action or school action plus is above the national average.
- The proportion of pupils who are known to be eligible for free school meals or in the care of the local authority, for which the school receives additional income (the pupil premium), is above average
- There is pre-school provision on site which is inspected separately.
- Since the previous inspection, the school has relocated into an entirely new building.
- The school has specialist resource provision for pupils with special educational needs. The local authority manages two specialist language units on the school site. Six pupils from the school attend on a full-time basis and 16 attend from other schools on a part-time sessional basis. Some pupils from the school attend this unit full time. Others attend part-time from the local area. No pupils attend any other provision off-site.
- The school meets the government's current floor targets.
- Pupils have received the Princess Diana Award for their contribution to school life.

What does the school need to do to improve further?

- Improve the teaching of more able pupils by ensuring teachers in all classes give them more opportunities to explore difficult questions and problems for themselves.
- Accelerate achievement in writing by:
 - giving pupils the opportunity to write well in different styles across different subjects.
 - ensuring teachers mark writing carefully and precisely, in whichever subject it occurs.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with knowledge and skills well below levels expected for their age, especially in language and communication. They make good progress and enter Year 1 with attainment that is much better even though it is still below average.
- Pupils' attainment at the end of Year 2 has risen to average in the last three years in reading, writing and mathematics. Their progress is good.
- In the last two years, Year 6 test results in English and mathematics have been average. When these pupils were in Year 2, their attainment was much lower than average. This means their progress and learning are accelerating.
- While attainment in writing is lower than reading, it continues to improve. More pupils are successfully developing their writing skills across different topics than in the past. For example, in a Year 5 English lesson, pupils wrote interesting stories about mythical characters using good language and writing skills. However, not all pupils are able to maintain the accuracy of their spelling and punctuation in extended pieces of writing.
- Pupils enjoy their reading and they make good progress. Although reading is taught well, a small number of less-able pupils struggle in the early stages of learning to read. This is because, although they can sound out the letters, they are not as able to put them together again to read full words
- The attainment of pupils continues to rise in mathematics and progress is good. Pupils enjoy learning in mathematics lessons. This is because teachers encourage them to tackle hard work and use their skills and knowledge to solve real life problems, such as 'probability'.
- Pupils who are disabled and those who have special educational needs make good progress. They get good support from teachers and other adults and this means they often have the confidence to work either alongside teachers or by themselves, depending on what is right for them.
- Pupils in Year 5 and Year 6 who did not start their education at the school but came later are also making good progress.
- Pupils in receipt of the pupil premium make good progress. The school has used these funds to enable these pupils to be taught in smaller groups and sometimes by themselves, and to increase the range of learning resources available to them. This is helping the pupils catch up with the others.
- Pupils who attend the full time specialist language unit also make good progress because of effective teaching and the well-planned opportunities they have to work with other pupils.

The quality of teaching is good

- Teaching has significantly improved since the previous inspection. This is one of the main reasons for the rise in pupil achievement in both English and mathematics.

- Relationships between teachers and pupils are excellent. Teachers expect the best from pupils and are patient and encouraging. This reassures the pupils to try their best with harder work. As a result they enjoy their lessons and are keen to learn.
- Teachers understand their pupils well, what they know and what they are already able to do. They use this information effectively to plan lessons that are interesting and well organised to support the needs of all pupils.
- In the best lessons seen, teachers carefully check to see how well pupils are learning. They use questioning effectively to check what pupils know and also to deepen their understanding. Teachers then change their teaching to ensure learning continues. Their good use of questioning also encourages pupils to give longer, detailed answers when they share their ideas. For example, in a Year 5 English lesson, pupils carefully discussed their use of simile and metaphor when they created mythical stories.
- As a result of careful teaching across the school, pupils are skilful at working together to check their own work or the work of a partner to find out how well they have learned and what they should do to improve. Marking is also helping pupils to improve, especially in literacy and numeracy work.
- The best teaching enables the most able pupils to develop good ideas of their own but in some lessons, there are not enough opportunities for able pupils to really push their understanding to new depths.
- Teachers and their assistants work well to support the learning of disabled pupils and those who have special educational needs. Teachers take account of the targets for pupils attending the language unit as they plan work for afternoon sessions, so that the pupils continue to make good progress.
- Pupils in receipt of the pupil premium make good progress. The school has used these funds to enable these pupils to be taught in smaller groups and sometimes by themselves, and to increase the range of learning resources available to them. This is helping the pupils catch up with the others.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in class and around the school. They play very important roles in the life of the school and are proud to set a good example in their behaviour. For example, they lead a very successful system of playground friends to ensure everyone has a trusted older pupil who can be turned to in a difficult situation. The Bully Line Advice Support Team (BLAST) has also secured national recognition for its contribution to school life.
- Pupils have excellent attitudes towards learning and trying their best because of the positive and encouraging relationships which lie at the heart of teaching. They are very eager to answer questions and are often excited and curious in lessons when tackling new work.
- Pupils work in an extremely cooperative manner in lessons and show exemplary listening and sharing qualities when helping each other improve their work or to understand what they have learned.
- Pupils say they feel totally safe at school and that bullying is extremely rare and never tolerated. Pupils also have a clear understanding of different types of bullying. They told inspectors they

could trust any member of staff to sort out any problem swiftly.

- Few parents or carers contributed to Parent View. Paper questionnaires and remarks from parents to inspectors confirmed parental confidence in the way the school looked after their children and handled any reported incidents of bullying.
- Attendance has risen significantly since the last inspection and is currently above national average. Pupils are eager to come to school because they enjoy learning.
- Pupils who attend the full time specialist language unit are safe and have the opportunity to study with other mainstream pupils.

The leadership and management are good

- Effective leadership has brought about significant improvement since the previous inspection. The headteacher is decisive and determined and well supported by the effective deputy headteacher. Together they have built a strong team of leaders and teachers who are quickly raising achievement and enabling every pupil to have the same chance to succeed. Staff are positive and supportive of the leaders.
- Leaders know the school well. They use effective procedures to check how well pupils are learning, how well they are taught and what should be done to improve teaching and achievement. They ask searching questions to gain an accurate view of the quality of education. Lessons are observed regularly, and leaders keep a close eye on how well pupils are doing. This work gives them a good understanding of how to improve the school.
- Leaders set effective targets for teachers to improve their work and the school has linked teachers' pay closely to the quality of teaching and the positions they hold. Teachers receive accurate, helpful advice when leaders observe their work and there is respect between staff which supports continual improvement in performance.
- Leaders have been determined to raise attendance. Since the previous inspection, continual checking and close contact with parents have reduced absence considerably.
- Pupils enjoy their learning because of the interesting topics and themes the school offers them. There is a good mix of subjects and activities. They also benefit because of the opportunities they are given to use their learning in real life situations, especially in mathematics. After school clubs and trips are built carefully into teaching programmes and the school uses every opportunity to support pupils' spiritual, moral, social and cultural development. Consequently, pupils are becoming more aware of the changing nature of Britain. The school's award-winning BLAST Team and school council decided pupils should have a direct role in improving behaviour and in caring for each other and pupils have responded very well.
- There are good links with parents and carers. Both are confident that the school is a safe place for their children and believe they are kept well-informed about how well their children are learning
- In recent years, the local authority has become less involved with the school as it has continued to improve. Instead, the headteacher and senior staff have assisted other schools who are at earlier stages of their improvement.
- The school liaises closely with the language unit to check the progress of the pupils attending it

and staff build carefully on the learning provided in the unit when pupils return to the mainstream classes each afternoon.

■ **The governance of the school:**

- Governors attend training regularly, know the school well and know how its performance compares with other schools. They are well-informed by school leaders and by the searching questions they themselves ask. They visit the school regularly and can identify the strengths of teaching and the priorities for improving the school. Governors monitor the performance of the headteacher, the teaching staff and the achievement of pupils carefully. They ensure there is a clear link between pupil achievement and teachers' pay. Governors are able to identify the positive results of the pupil premium funding and know how this and other funding is spent. Their monitoring of progress and improvement work is effective. The Governing Body meets all the statutory requirements relating to the safeguarding of pupils.

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	103830
Local authority	Dudley
Inspection number	404910

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Andrew Skipton
Headteacher	Miss Helen Johnson
Date of previous school inspection	7 February 2011
Telephone number	01384 818750
Fax number	01384 818751
Email address	info@quarry.dudley.sch.uk

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