

# Bankwood Community Primary School

Bankwood Close, Sheffield, South Yorkshire, S14 1LW

**Inspection dates** 22–23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- By the end of Year 2 and Year 6, overall standards in reading, writing and mathematics are well below average, especially at the higher levels, due to previous weaknesses in teaching.
- Not enough pupils make the progress expected of them in reading and mathematics by the end of Year 6.
- Teachers' marking does not always show pupils what they have to do to improve their learning or give them opportunities to improve their work.
- The full impact of recent actions by the leadership team to boost the school's performance and quality of teaching are yet to be fully seen.
- Senior leaders do not analyse carefully enough the variations between the different groups of pupils, to be able to close the gaps within school and nationally. This is especially so for the more able, those eligible for pupil premium funding and for issues between boys and girls so that targeted support can be implemented quickly.
- Middle leaders do not take enough responsibility for improving pupils' standards in their specific subjects.
- Governors do not evaluate carefully enough the impact of the pupil premium funding on achievement for those pupils who are known to be eligible for its receipt.

### The school has the following strengths

- This is an improving school due to the purposeful leadership of the headteacher.
- Teaching and learning have improved so that currently, pupils' attainment and progress are improving in all year groups in reading, writing and mathematics.
- The exciting curriculum motivates pupils to want to learn and improve how well they are doing.
- Pupils feel safe at school. Behaviour has improved and is typically good during lessons and around the school.

## Information about this inspection

- The inspectors observed 19 parts of lessons. Two were joint observations with the headteacher.
- Inspectors analysed pupils' work and the school's data about their standards and progress.
- A discussion was held with a group of pupils, as well as informal conversations with them during lessons and at break times.
- Inspectors observed pupils as they moved around the school, at playtimes and in the dining halls.
- Meetings were held with a representative from the local authority, members of the governing body, senior leaders and a local leader of education.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Inspectors analysed a range of documentation, including: safeguarding records and those relating to pupils' behaviour and attendance; records of the monitoring of teaching and pupils' learning; the school's self-evaluation; and improvement plans.
- Inspectors took account of a recent questionnaire sent by the governing body to parents and the views of parents gathered during the inspection. There were not enough responses to the on-line questionnaire, Parent View, to give an overview.
- Inspectors took account of 25 questionnaires returned by staff.

## Inspection team

Julie Harrison, Lead inspector

Additional Inspector

Pamela Hemphill

Additional Inspector

Christine Millett

Additional Inspector

## Full report

### Information about this school

- This school is an average-sized primary school.
- The proportion of pupils supported through school action is average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well-above average.
- The proportion of pupils from minority ethnic groups is increasing and is well above average. These pupils come from a variety of ethnic groups, the largest being from a Black African background.
- The proportion of pupils who speak English as an additional language is increasing and is well-above average. Within the school 27 different languages are spoken.
- The proportion of pupils known to be eligible for the pupil premium funding is well-above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children that are looked after by the local authority).
- The proportion of pupils who join or leave the school at other than the usual times is well-below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has achieved the Healthy Schools Award and the Achievement for All Quality Mark.
- The headteacher has been in post since September 2012.
- The school received support last year from a local leader of education from Oughtibridge Primary School and now buys in her support.

### What does the school need to do to improve further?

- Make sure that the improvements in the quality of teaching are maintained so that all teaching is consistently good with more that is outstanding to raise achievement further, especially in reading and mathematics by:
  - ensuring that teachers' marking provides clear guidance to pupils on how to improve their work and that pupils routinely act upon the advice given
  - making sure that all teaching is challenging enough for all groups of pupils, especially pupils supported by the pupil premium and the most able so that they make faster progress.
- Strengthen the effectiveness of leadership and management, including governance, by:
  - making sure that leaders and managers at all levels use national and school data more effectively to check rigorously on how well different groups of pupils are doing
  - developing further the effectiveness of middle leaders in raising achievement in their particular subjects
  - ensuring that governors analyse carefully how pupil premium funding is spent and the impact it has on closing gaps in achievement.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because attainment over the past three years in reading, writing and mathematics has been well-below national expectations and rates of progress have varied too much at the end of Year 2 and Year 6.
- Attainment at the end of Key Stage 2 in mathematics and writing has declined in recent years. However, inspection evidence from school data, observations of lessons, analyses of pupils' work and discussions with pupils shows that the picture is now improving securely. Pupils are now making much faster progress and attainment is rising significantly in all classes.
- In 2013, pupils made good progress in writing by the end of Year 6. However, progress was not as strong in reading and mathematics. The trend is improving and pupils in the current Year 6 class are making much better progress in reading and mathematics. Progress in writing remains good.
- Key Stage 1 results show that attainment has remained well-below average in reading, writing and mathematics for the past three years. However, data for the current Year 2, supported by inspection findings, show that pupils are now making good progress in reading, writing and mathematics.
- Children start the Early Years Foundation Stage with skills that are generally significantly below those typically expected for their age. They settle into school life quickly and most make good progress.
- Pupils in Key Stage 1 read new and unfamiliar words well because the teaching of phonics (letters and the sounds that they make) has improved significantly.
- Although attainment data is low, reading and writing are improving rapidly because of the sharp focus that teaching has on developing pupils' comprehension and punctuation skills. The opportunities in the curriculum for pupils to read and write across a range of subjects also play an important role in developing these skills.
- Pupils are also making much faster progress in mathematics because teaching has a sharper focus on developing pupils' knowledge of basic skills and a new scheme of work is giving more coherence to teaching and learning.
- The most able pupils are now being challenged more effectively and attainment in Key Stages 1 and 2 is starting to show signs of significant improvement.
- Pupils from minority ethnic groups are supported well. Pupils with English as an additional language and those from minority ethnic backgrounds often do better than other groups in reading, writing and mathematics. The focus on speaking and listening and on teaching basic skills is overcoming successfully the legacy of previous weak achievement.
- Many disabled pupils and those with special educational needs make good progress. Teachers understand their individual needs and they are supported well during lessons and during intervention.
- In 2013 at the end of Year 6 those pupils who were known to be eligible for free school meals made better progress than other pupils in the school and those nationally in writing, but their progress was less assured in reading and mathematics. In 2013 in all three subjects their attainment was below national averages. In comparison to their classmates, their attainment was, on average, approximately one third of a National Curriculum lower. Current data show that the gap is closing securely and that their current attainment is almost equal to that of other pupils.
- This demonstrates the school's increasingly effective promotion of equal opportunities.

**The quality of teaching** requires improvement

- Teaching requires improvement because, over time, it has not been good enough to enable pupils to make good progress. However, the recent improvements to the quality of teaching are ensuring that pupils are now making much better progress.
- Where pupils make most progress teachers have high expectations. They know their pupils well and understand their different capabilities. During lessons, pupils are focused and attentive and know what they have to do to be successful. They work at a brisk pace and all groups are sufficiently challenged with the relevant support when required. Pupils work well together and support each other's learning.
- In some lessons, however, teaching does not challenge the most able pupils sufficiently and the pace of teaching is not fast enough to keep pupils fully engaged. Consequently, the pace of learning slows.
- To tackle previous underachievement leaders have appointed additional teachers to reduce class sizes and to form 'booster groups' for upper Key Stage 2. This is paying dividends. For example, in one Year 5 booster group for boys in literacy, pupils worked quickly and enthusiastically to make good progress in reading and writing. They wrote a paragraph with high-quality openers such as 'Tom anxiously opened the bedroom door' and 'Tiptoeing down the stairs' adding commas, time connectives and adverbs to complete their challenge.
- Pupils use their knowledge of letters and the sounds that they make confidently to support their reading and spelling. The focus on comprehension skills is improving pupils understanding of the texts.
- The new scheme of work for mathematics is improving pupils' basic skills and understanding of mathematical terms. In Year 1, for example, pupils worked with good understanding on data handling activities and designed graphs in various ways to show the correct information.
- Teachers in the Early Years Foundation Stage provide stimulating activities which promote an enjoyment of learning based on the particular interests of the children. The children develop a love of books and an enthusiasm for reading. The teachers have ensured that the new three-year-olds admitted for the first time this term have settled in quickly and feel part of the school.
- Teaching assistants are successful in building pupils' self-confidence and in helping them to learn and make progress within the classroom and during interventions. They support equally well those pupils who speak English as an additional language and those with special educational needs.
- Pupils' literacy, numeracy and curriculum books show that, since September 2013, a growing proportion of pupils are making good progress. While some marking is thorough in highlighting strengths and next steps for improvement, on other occasions it does not give pupils a clear enough steer on how to improve their work. There was little evidence of pupils responding to or acting on the advice given.

**The behaviour and safety of pupils** are good

- The behaviour of pupils is good. They are polite and behave well throughout the school, especially on the stairs and during breaks. This results in a calm and friendly learning environment. Pupils state that behaviour has improved significantly in recent years.
- Pupils enjoy school, they play and work well together and are keen to learn. They are proud of their work and are eager to discuss their learning. No low-level misbehaviour was observed in lessons.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and that any rare occasions of bullying are dealt with fairly and quickly. They know about being safe when using the internet and are aware of cyberbullying.
- Pupils take on responsibilities enthusiastically. Dinner time monitors look professional in their labelled tabards and are proud of their role in supporting the younger children. The school provides healthy hot meals and pupils behave well throughout the meal in both dining rooms.

- Attendance is below average but has risen continually for the past three years. This has been aided by the newly appointed inclusion team. A school education welfare officer has just been appointed to help improve the attendance of those pupils with the lowest attendance.
- The before school 'Breakfast Bar' provides a healthy breakfast and a welcoming start to the day for over 60 parents and pupils. This has helped to improve punctuality and attendance.
- Pupils, staff, governors and the parents spoken to by the inspectors' state that the school provides a safe environment and that pupils enjoy school and behave well. Parents hold the school in high regard and one parent stated, 'The school is encouraging, fair and firm'.

## The leadership and management

## requires improvement

- Leadership and management require improvement because, over time, too much teaching has been weak and this has resulted in low achievement. However, senior leaders have been rigorous in tackling this and the situation is much improved.
- The headteacher has an accurate view of what the school does well and where it could and should do better. Planning for improvement is sharp and appropriate. The headteacher is enthusiastic and sets high expectations for the school. Teamwork is strong in the pursuit of making the school better.
- The regular monitoring of teaching, scrutiny of pupils' work and continual assessment combined with a robust system for managing the performance of staff has been supported by a local leader of education and has led to a rapid up-turn in the quality of teaching.
- Although improving, information on pupils' progress and abilities is not yet used robustly enough to focus on how well different groups of pupils are achieving.
- Middle leaders are enthusiastic about their work and what they are doing to raise standards. However, they are growing into their responsibilities and the full impact of their work has yet to be felt.
- The exciting curriculum topics such as 'Let me entertain you' and 'Steel City' promotes cross-curricular links well. Culture week enabled classes to celebrate and research the backgrounds of class mates from, for example, China and Russia. The latter involved work on 'Peter and the Wolf' by Prokofiev and the paintings of Kandinsky. The Forest Schools initiative strengthens pupils' communication skills and their respect and ability to make friends as well as opening their eyes to the world around them. Pupils were excited to learn about foxes, hedgehogs and buzzards and to write to their animal friends.
- The new primary school sport funding has been used to enable the vast majority of pupils to have an additional thirty minutes of high quality physical exercise each week. This year's focus is on dance and staff have had opportunities for training to improve their teaching skills. Next year's focus will be on gymnastics. Pupils have also had the opportunity to take part in competitive sports. Combined with the work for 'Healthy Schools' the pupils are developing healthier lifestyles.
- The school meets safeguarding requirements.
- The local authority has provided appropriate support when required, including brokering effective support from a local leader of education to raise standards in literacy and numeracy.
- **The governance of the school:**
  - The governing body is led well and carries out its statutory responsibilities effectively, especially in relation to safeguarding and child protection. The governors have a good awareness of the school's strengths and areas for development. Governors have balanced the budget well from a previous deficit. The new primary sports funding is being used effectively to raise the number of pupils involved in sport and physical education. Governors have used the pupil premium to appoint additional teaching and non-teaching staff but they do not evaluate robustly enough the impact that this expenditure has on the achievement of pupils known to be eligible for its receipt. Governors have ensured that the systems for reviewing the performance of staff are robust and that decisions about pay are closely linked to the quality of teaching and pupils' achievement.

## 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

<b>Unique reference number</b>	107066
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	430927

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	299
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Dickson
<b>Headteacher</b>	Wendy Edwards
<b>Date of previous school inspection</b>	3 July 2012
<b>Telephone number</b>	0114 239 6711
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