

Bantock Primary School

Aston Street, Penn Fields, Wolverhampton, West Midlands WV3 0HY

Inspection dates

11–12 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The strong leadership of the headteacher and the senior leaders' constant drive for improvement have led to better teaching and faster progress. Pupils' skills in reading, writing and mathematics have also improved.
- Teaching assistants are highly skilled in supporting the learning of individuals and groups of pupils. They make a significant contribution to these pupils' progress.
- Disadvantaged pupils receive effective support in helping them improve their reading, writing and mathematics. Consequently, they are making good progress and achieve well.
- Standards in Year 1 phonics have increased but remain average.
- The school offers good teaching and support for those pupils who arrive with limited English. This is helping them to settle quickly into school and to make good progress.
- Occasionally, the most able pupils mark time doing work that does not challenge them sufficiently. This means that they do not make as much progress as they should.
- Pupils are proud of their school. They take their responsibilities seriously and behave well. Pupils have a good understanding of how to keep safe, including when using a computer on the internet.
- Attendance is below average and persistent absence is higher than that seen nationally.
- The school is good at helping pupils to develop their spiritual, moral, social and cultural understanding well.
- Good leadership in the early years ensures that children get off to a good start and are prepared well for their work in Year 1.
- Leaders' checks on the quality of teaching do not focus closely enough on the progress of particular groups of pupils.
- The governing body supports the school well and has a good awareness of its strengths and weaknesses. It is rigorous in holding the school to account for pupils' progress so that the school continues to improve.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching so that more pupils make rapid progress by:
 - ensuring that the most able pupils are moved on to appropriately challenging work more quickly and given homework to make them think more deeply
 - building on the improvements to pupils' learning in phonics.
- Increase the effectiveness of leadership and management even further by:
 - improving attendance and reducing persistent absence so that pupils benefit from the education at the school
 - sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, along with the deputy headteacher, has been successful in creating an ambitious and aspirational culture throughout the school. Her determined leadership has enabled the school to make significant improvements in the quality of teaching and pupils' outcomes. Governors, leaders and staff have supported the school well on its journey and have a strong capacity for continued improvement.
- Leaders and managers have an accurate understanding of how well the school is doing and where further improvements are needed. They systematically monitor the school's progress towards the demanding targets set for pupils' achievement. Leaders ensure that highly effective support activities are put in place if any individual or group of pupils falls behind, so that they quickly catch up any lost ground. This focus has led to improvements in teaching, which have resulted in higher standards.
- Teachers are held to account for the quality of teaching and the progress pupils make in their classes. The leadership team regularly monitors teaching and cross-references these observations with checks on pupils' work. They mentor and coach staff effectively to develop their skills and improve their teaching practice. However, the monitoring of teaching does not take enough account of the impact of teaching on the progress of groups of pupils in lessons.
- The well-planned, exciting and stimulating curriculum gives pupils a rich and varied experience. Themed topics such as 'The world around us' and 'The Indus civilisation' bring together aspects of many different subject areas, including history, geography and art. The topics effectively develop pupils' interests and ensure that they acquire knowledge in a range of subjects. Pupils enjoy a wide range of extra-curricular activities greatly. These include music, choir, street dance and photography. These activities nurture pupils' interests and develop their skills well.
- Pupils' spiritual, moral, social and cultural development is a high priority for leaders and is evident in the warm and caring relationships that are prevalent throughout the school community. Pupils learn about other religions and cultures, for example, through celebration of Sikh Diwali and through visits and visitors from local religious centres that reflect the multicultural community that the school serves.
- Pupils understand British values well, such as democracy and respect, because they are given opportunities to learn about these. For example, pupils elect their school councillors. Pupils' participation in national events such as Remembrance Day and Unicef Day for Change extends their knowledge so that differences in wider life and societies are respected.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is effective in identifying barriers to learning and in providing additional support when needed. Changes in the curriculum have enabled these pupils to make good progress.
- Pupil premium funding is used effectively to support small-group sessions and one-to-one support, as well as providing opportunities for pupils to work with the learning mentor, or receive additional support for their emotional well-being. As a result,

disadvantaged pupils progress well and the differences between their performance and that of other pupils are reducing rapidly.

- The primary school physical education and sport funding is used well to ensure that all pupils become more physically active. The school now provides a much wider range of sporting opportunities and inter-school competitions in hockey, football and cross-country running. This has increased the numbers of pupils participating. Dedicated sports coaches and teachers organise lunchtime and after-school sports, such as gymnastics, multi-skills and netball. As a result, pupils develop healthier lifestyles and improved physical well-being.
- The school has a highly productive relationship with the local authority. Termly meetings with the local authority have provided effective support in monitoring and challenging the school, so that the quality of teaching increased and improved pupils' outcomes. The school has welcomed the help it has received in supporting the high numbers of pupils arriving with low levels of proficiency in English to settle in quickly and develop their English skills.

Governance of the school

- Members of the governing board are wholly dedicated to the school and to continuing its journey of improvement. They are enthusiastic and well informed, and they have a realistic strategic view of the school's long-term development.
- Governors know the school's strengths and weaknesses and what it needs to do to improve further, including how it compares with other schools, how well different groups of pupils achieve and the quality of teaching. Governors bring to their roles a wide range of relevant experience and expertise, which they use well to challenge school leaders on every aspect of school life.
- Governors ensure that systems to manage the performance of staff, including that of the headteacher, are rigorous. They check that objectives match the needs of the school while supporting staff in their own development. Governors ensure that action is taken if teaching falls below the required standard.
- Governors have a good understanding of school finances, including how the pupil premium and primary physical education and sport funding are spent. They are aware that there has been a focus on reducing the differences between the standards reached by disadvantaged pupils and their peers, receiving reports on the review of this expenditure and considering further recommendations.

Safeguarding

- The arrangements for safeguarding are effective. The headteacher has ensured that all staff and governors have read and acted upon the latest guidance on keeping children safe, including the dangers of extremism and radicalisation. The school works very well with its key partners to ensure that all pupils are safe and cared for well. The school helps parents and carers understand the importance of adopting safe practices, such as using the internet safely.

Quality of teaching, learning and assessment

Good

- There have been significant improvements in the quality of teaching, learning and

assessment across the whole school and it is now consistently good. This is because the school has appointed some effective new teachers and improved teaching practice across the school. As a result, pupils' progress is rapidly improving.

- Teachers use their subject knowledge well and make regular reference to pupils' past learning. Teachers make good use of questions to check pupils' understanding and encourage them to think deeply about their learning. For example, in a key stage 1 science lesson, effective questions encouraged pupils to discuss how animals get their food and then to explain their reasoning.
- Weaknesses in the teaching of phonics in the past have hindered pupils' progress. The results of the Year 1 phonics check have improved year on year but remain below average. Positive steps taken through staff training in phonics and the provision of focused taught groups have resulted in pupils making faster progress.
- Teachers improve effectively pupils' reading skills through regular guided reading activities that develop pupils' comprehension and vocabulary skills. Pupils took pride in demonstrating their reading skills to the inspectors and showed that they understood the text effectively.
- Mathematics is taught well. Pupils have good opportunities to apply numeracy skills to solve mathematical problems. In a Year 2 lesson, pupils made good progress in adding and subtracting, using a range of resources such as rolling dice to add together three numbers using a number line.
- Teachers ensure that pupils develop the basic skills of spelling, punctuation and grammar. Pupils use these skills well when writing for different purposes. In a Year 6 lesson, pupils demonstrated good skills and enjoyment in writing a letter. This was in the past tense and first person, explaining clearly the reasons why the character could not attend a fishing trip.
- Teaching assistants make significant contributions to pupils' progress, sometimes teaching small groups and at other times providing support for individuals. For example, they provide effective support for pupils who join the school mid-year, helping them to settle in quickly and catch up with other pupils.
- Teachers apply the school's marking policy consistently. Pupils appreciate the guidance they are given about the strengths and the areas they need to develop in their work. Almost all pupils make the necessary corrections to their work, which helps them improve their skills and progress well.
- In some lessons, the most able pupils are given a task that they can do easily before they are allowed to move on to work that is more difficult. The majority of the most able pupils who met with an inspector confirmed that, on occasions, they found the work given, both in class and for homework, too easy. As a result, not enough of the most able pupils are reaching the high standards of which they are capable.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils understand the different types of bullying such as cyber-bullying and name-calling. Pupils are aware of the dangers posed by the misuse of drugs and alcohol. They say

that there is no bullying, and that if they have any concerns, staff will deal with them swiftly.

- Pupils know how to keep themselves safe when using the internet and social media. Year 5 pupils trained as 'digital ambassadors' are on hand to give advice to any pupil who has worries about using technology. As a result of the bike safety classes and the swimming lessons that the school provides, pupils know how to keep themselves safe in other contexts. They have a keen sense of road safety.
- Pupils have good social skills and strong moral values. This is because they have frequent opportunities to work together in lessons and they develop good levels of mutual respect as a result. Pupils learn to consider their role in society and how to help those less fortunate than themselves. They help others by raising funds for charities, such as Red Nose Day and BBC Children in Need.
- Pupils are proud of their school and keenly take on responsibilities, for example as school councillors, buddies and monitors. The school buildings and grounds are litter-free, bright and filled with stimulating resources. The 'eco warriors' encourage other pupils to recycle materials and save energy by switching off lights when they are not needed.

Behaviour

- The behaviour of pupils is good. Pupils are keen to learn and show positive attitudes to their work. They appreciate the support of their teachers, and one pupil said, 'Teachers help us with our work if we get stuck'. On a few occasions, a few pupils become distracted and lose interest when the activity they are doing does not fully engage them.
- Pupils have good relationships with each other, and pupils from different backgrounds play happily and enjoy each other's company at breaktimes.
- The school keeps thorough records of any incidents of poor behaviour. These show the effectiveness of the procedures for improving behaviour. The school is effective in dealing with pupils who have behavioural difficulties. Through the school's support and guidance, the behaviour of these pupils has improved over time.
- Attendance has improved since the last inspection. However, overall attendance remains below the national average and persistent absence remains above the national average, despite the efforts made by school leaders to ensure that pupils come to school every day.

Outcomes for pupils

Good

- The school's leaders have taken decisive and highly effective action to ensure that pupils make up for lost learning. Effective interventions are put in place to support the high numbers of pupils who arrive at different points during the year to 'plug gaps' in their learning. As a result, pupils are making good progress across different subjects.
- At the end of Year 6 in 2015, pupils made better than expected progress from their starting points in reading and writing. Their progress in mathematics was not quite as good as it should have been. Attainment overall in English and mathematics rose markedly from the previous year, although it remained below average. Pupils' progress was strongest at the end of Year 2, where attainment rose significantly from the

previous year.

- In 2016, provisional results show that Year 6 pupils made above-average progress from their starting points in writing and mathematics and average progress in reading. The proportion of pupils who achieved the expected standards in reading, writing and English grammar, spelling and punctuation was below that of other pupils nationally. However, this was because these pupils had well-below starting points when they entered key stage 2. Work in books and the school's tracking of pupils' performance show that the vast majority of pupils in current year groups are making good progress. From their starting points across key stages 1 and 2, the vast majority of pupils are making good progress and reaching the expected standards for their age.
- The proportion of pupils who attain the expected level in the Year 1 phonics check, although increasing, has been below the national standard for the last two years. By the time pupils repeat the check in Year 2, nearly all catch up with the national standard. Leaders have strengthened how phonics is being delivered and early improvements are beginning to be seen with younger pupils.
- Pupils make good progress in a wide range of subjects, in addition to English and mathematics. In science, pupils learn to conduct different investigations with increasing independence. They understand the need for a fair test, make sensible predictions, measure accurately and draw appropriate conclusions. In history, pupils learn about the cultures and important events in a wide range of countries, and historical events.
- Leaders carefully check the effectiveness of extra help given in class to pupils who have special educational needs and/or disabilities. Staff adapt the activities and materials given to these pupils wherever necessary to make sure that pupils make good progress. Effective targeted support ensures that pupils with low levels of proficiency in English make rapid progress in this subject from their starting points.
- Disadvantaged pupils benefit from the extra support provided. They have access to all the opportunities at school, such as clubs and trips and are given any necessary extra support to help them catch up. Consequently, differences in attainment and progress between groups have diminished or are closing swiftly between these pupils and others nationally.
- The most able pupils are frequently expected to support other pupils in topic work by offering helpful advice. The most able pupils are well provided for, although not enough are making the progress of which they are capable. While these pupils are making expected progress, it is not rapid enough.
- Standards are rising across the school because of the school's strong focus on improving teaching and raising aspirations. Pupils are well prepared for their next steps as they move through the school, ready to start their secondary education.

Early years provision

Good

- The early years provision is well led and managed, with all adults working closely together. Parents are kept informed about how well their children are doing. Parents spoken with, who have children attending the Nursery and Reception classes, were very appreciative of the staff and how they help their children to progress both in their

learning and socially.

- Most children join the early years with skills and knowledge typically below those for their age. By the end of their Reception Year, children, including disadvantaged children, make good progress from their starting points across all areas of learning and achieve well. Children are well prepared for Year 1.
- Children who have special educational needs and/or disabilities are identified quickly so that they are given the right level of support to enable them to succeed. Transition arrangements for these children are robust. One parent commented on how their child's transition had allowed the child to progress smoothly into Reception class.
- The early years leader has established good links with parents and pre-schools. As a result, children settle quickly when they enter Nursery and Reception classes. Children's behaviour is good. Children play safely and sensibly at all times, including when learning and playing outside. They enjoy using their climbing frames, taking turns, exploring the properties of different materials and playing various ball games. Leaders are working to improve outdoor provision, linking it more precisely to the various areas of learning.
- There is a good balance of adult-led activities and activities that children enjoy choosing for themselves. Staff plan the children's work well, mindful of their different ages and stages of learning, and the weak language, communication and mathematical skills with which they start school. Prompts for learning are adjusted to suit the children's level of understanding and there is a good degree of clarity about what learning is expected in each activity, indoors and outdoors.
- Early reading and writing skills are taught well. Children quickly learn to read and to use their phonics when reading and spelling. They use joined-up writing well, such as when writing about different farm animals, using capital letters and full stops.
- Children begin to write numerals accurately and to record simple number sentences as they learn to count, add and subtract. They enjoy making up their own challenges in mathematics, for example in counting and matching number shapes and then adding them together. Through doing so, children demonstrate their increasing understanding of basic mathematical concepts.
- Staff have created a warm and welcoming environment for learning in the early years settings. The children are safe, well supervised and treated with kindness. Safeguarding requirements are met and practitioners have the relevant qualifications, such as paediatric first aid, to ensure children's health and safety.

School details

Unique reference number	132197
Local authority	Wolverhampton
Inspection number	10012418

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	402
Appropriate authority	The governing body
Chair	Catrin Lester
Headteacher	Harvinder Sarai
Telephone number	01902 558710
Website	www.bantockprimaryschool.uk
Email address	bantockprimaryschool@wolverhampton.gov.uk
Date of previous inspection	19–20 June 2014

Information about this school

- The school is larger than the average-sized primary school.
- Early years provision is part time in Nursery class and full time in Reception Year.
- Most pupils are from minority ethnic heritages; the very large majority speak English as an additional language.
- A much higher than usual number of pupils join or leave the school at different times during the year.
- The proportion of pupils who have special educational needs and/or disabilities is below average.
- The proportion of pupils supported by the pupil premium is above average.
- The school meets requirements on the publication of specified information on its website.

- The school met the government's current floor standards in 2015, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in lessons. These included joint observations with members of the senior leadership team. In addition, inspectors listened to pupils read in Years 1 and 6.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Inspectors talked to parents as they brought their children to school.
- The inspectors were unable to take account of responses to Parent View, Ofsted's online questionnaire, because there were not enough of them.
- Inspectors considered the views of staff who had completed the online questionnaires.
- Meetings were held with a group of pupils, some of the most able pupils, the chair of the governing body, a local authority representative and school leaders.
- Inspectors looked at a wide range of school documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, lead inspector	Ofsted Inspector
Lesley Else	Ofsted Inspector
Ben Cox	Ofsted Inspector

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