

Brownhills West Primary School

Shannon Drive, Brownhills, Walsall, West Midlands WS8 7LA

Inspection dates

23–24 May 2017

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 headteacher, ably assisted by her deputy, has rapidly raised standards. Their unrelenting approach and accurate analysis of strengths and weaknesses have played a key role in improving the school.
- Middle leadership has improved strongly since the last inspection. Middle leaders share senior leaders' drive and determination to improve standards.
- Staff morale is high. Teachers are overwhelmingly positive about the leadership of the school.
- Improvements in writing, especially for boys, have been rapid. This is because leaders have carefully analysed practice and have focused on what helps individual pupils to improve.
- Pupils' attendance is improving and the proportion of pupils who are absent persistently is decreasing quickly.
- The wider curriculum provides a range of experiences that pupils enjoy.
- Provision for the most able pupils is improving across the majority of classes. However, too few pupils are currently working at greater depth by the end of key stage 2.
- Provision in the early years is good, and as a result, children make a positive start in school.
- Teachers have high expectations of pupils. Pupils are rightly proud of their work.
- Governors know the school well. They provide strong challenge and support, and have a clear overview of the school's strengths and weaknesses.
- Weak teaching has been eradicated. Teachers' professional development has been carefully tailored to meet individual needs. Teachers continually strive to improve.
- The needs of disadvantaged pupils are well met. They make good and, on occasion, rapid progress.
- Pupils who have special educational needs and/or disabilities make excellent progress. The additional support they receive is well targeted to meet both academic and personal needs.
- Pastoral care for pupils has a positive effect on their personal development. Pupils feel safe and secure. Safeguarding is effective.
- Progress in reading does not yet match the rapid progress made in writing, especially for boys.
- At key stage 1, teachers do not consistently identify basic errors, meaning some mistakes are repeated.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment, and so raise pupils' outcomes by ensuring that:
 - all teachers set tasks that are suitably challenging so that a larger proportion of the most able pupils achieve greater depth by the end of key stage 2
 - leaders provide pupils with a wider range of reading materials and ensure that those pupils that are falling behind, especially boys, are given the appropriate support needed for them to make accelerated progress
 - teachers consistently identify basic errors made by some key stage 1 pupils, so that mistakes are not repeated.

Inspection judgements

Effectiveness of leadership and management

Good

- Senior leaders have created a culture of high expectations that permeates through to all members of the school community. Staff are highly motivated and totally committed to the headteacher's vision, ensuring that they want to contribute to the further improvement of the school. Staff told the inspectors: 'The headteacher strives to improve the lives of our children; that makes us all proud to work for her and beside her.'
- Senior leaders have a great clarity in their understanding of the strengths and weaknesses of the school. Their careful analysis of the school's performance is reflected in the self-evaluation and improvement plan. As a result of this precision, initiatives put in place to improve outcomes for pupils have a quick and effective impact. Any differences in the performance of groups are quickly addressed, and this contributes to the strong progress seen across the school.
- Middle leaders have been instrumental in driving improvement. Senior leaders have provided clear guidance on how to fulfil their roles. Middle leaders are able to use assessment information effectively to pinpoint areas for improvement, and are clear about the impact of their actions.
- There are robust procedures in place to manage the performance of teachers. Individual teachers' targets are well matched to the improvement priorities of the school. Leaders measure progress against these performance targets carefully using a wide range of evidence.
- Leaders track the academic performance of pupils in reading, writing and mathematics carefully. This means they can quickly identify individuals who are in danger of falling behind. Support for pupils includes not only additional help in lessons but also pastoral interventions to remove any barriers to learning.
- A high number of pupils join the school at different points during the year. Leaders have put measures in place to ensure that those pupils who need extra support with learning can access it quickly. As a result, progress for this group of pupils is positive.
- Great emphasis is placed on learning in the wider curriculum. The curriculum is broad and balanced, and work seen in pupils' books shows that activities are adapted well to engage their interest and meet individual needs. As a result, pupils develop key skills in subjects such as history and geography well. Learning across the curriculum is effectively supplemented by a range of additional activities such as a Year 6 visit to London and 'Bollywood day'.
- Pupils are highly complimentary about the extra-curricular provision on offer and particularly enjoy attending both sports activities and clubs run by other pupils such as the 'maths booster' club. The physical education (PE) and sport premium is used effectively. Sporting activities have a high profile across the school and are enthusiastically promoted by the subject leader. Pupils have access to range of opportunities, which include trips to international sporting events, fencing and dodgeball days. There are also many opportunities for pupils to take part in competitive sport both in and outside school.

- The pupils benefit from a range of spiritual, moral, social and cultural experiences promoted through the 'Be Brownhills' best' mantra. Pupils are actively involved in arranging different events, such as fundraising and visiting local care homes to perform Christmas carols. Assemblies centre on a range of themes such as 'democracy and choice', giving pupils time and opportunity to discuss and reflect on their views. Pupils are well prepared for life in modern Britain.
- Provision for pupils who have special educational needs and/or disabilities is very effective and leadership in this area is strong. Pupils make strong progress because they are very well supported both with their learning and their personal development. The additional funding that the school receives for these pupils is used effectively to provide a range of well-planned interventions and support.
- Pupil premium funding is used effectively not only to improve outcomes for pupils but also in ensuring that pupils' pastoral needs are met. Whole-school initiatives are accurately targeted and monitored for their effectiveness. Disadvantaged pupils continue to make good progress.
- Parents are highly positive about the school and the provision their children receive. They are appreciative of the additional support and understand the difference it makes to their children's lives.

Governance of the school

- Governance has improved strongly since the previous inspection. Governors have worked successfully alongside school leaders to improve outcomes for the school.
- Training plays a key role in enhancing the skills of governors. Members of the governing body have good knowledge of the strengths and weaknesses of the school and are clear about their roles and responsibilities.
- Governors liaise closely with school leaders through regular visits. They also meet regularly with individual leaders, in areas such as mathematics and English, to discuss the progress made. Governors discuss their findings at governing body meetings.
- Governors have a high profile within the school and the community. They attend assemblies, school trips and community events, and so pupils come to know them well.
- Governors have ensured that the approach to safeguarding across the school is highly effective. Regular training is undertaken in this area and nominated governors meet with leaders to check the relevant documentation.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of ensuring that pupils are safe and protected in school. All staff have a very clear understanding of the school's procedures and records show that regular training is provided on how to safeguard and protect pupils. Key members of staff also attend additional training, which allows them to provide enhanced support to the school community.

- Leaders work effectively with parents and other agencies that work with children to support those pupils whose circumstances make them potentially vulnerable. Internet safety is given a high priority; pupils can speak at length about how to keep themselves safe online.

Quality of teaching, learning and assessment

Good

- The quality of teaching and learning has strongly improved since the last inspection. All groups of pupils consequently make good progress.
- Pupils' attitudes to learning are highly positive. This is because teachers plan lessons that are well matched to pupils' needs and ensure that pupils have a range of well-embedded strategies that they can use to solve problems. Pupils are keen to participate in their learning and achieve well.
- Mathematics is taught effectively across the school. Pupils have the opportunity to tackle problems and apply key skills through a wide range of activities that are well matched to their needs.
- Work in books reflects the high-quality teaching that was seen in lessons. Pupils take pride in their work and teachers' high expectations for the standard of handwriting and presentation are met.
- Teachers and other adults use questioning effectively in helping pupils to deepen their understanding, think about and recall prior learning. Teachers have strong subject knowledge and are able to communicate this skilfully to pupils.
- Teachers and teaching assistants use a range of resources very well to support all learners. An example of this was seen in a Year 4 grammar lesson, where specific resources enabled less-able pupils to apply punctuation accurately to their writing.
- Teachers make good use of the information they have about what pupils know and can do. They plan activities and deploy support staff in ways which are highly effective in meeting the needs of pupils.
- Inspectors commonly saw strong examples of provision for the most able pupils. This was especially evident in Year 4 and Year 6 classes where focused intervention by adults encouraged pupils to tackle more challenging problems. However, this strong practice is not yet fully embedded in all classes across the school.
- Writing is generally well taught across the school. Pupils have the opportunity to write at length in a range of subjects, and key stage 2 pupils show skilful application of their spelling, grammar and punctuation skills. However, in key stage 1, teachers sometimes do not address basic errors in spelling and punctuation so that pupils repeat their mistakes.
- Effective examples of the teaching of reading are evident across the school. Well-organised phonics groups allow pupils to apply skills in both reading and writing. In key stage 2, pupils are able to read aloud with fluency and confidence. Leaders recognise that to build on the progress made by boys in reading, they now need to provide a greater range of reading resources that stimulate boys' interest.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils say that bullying is extremely rare and that it is dealt with swiftly and effectively when it does occur. Pupils trust adults to support their social and emotional needs and consequently feel safe in school.
- Leaders provide excellent support across the school community and strong links have been created with external agencies. The school organises and runs parental workshops as well as conducting home visits to provide guidance and help to families in need.
- Pupils are very proud of their school. They are overwhelmingly positive about the adults who work with them.
- There are strong and trusting relationships across the school. Pupils feel exceptionally well cared for and say that any problems are dealt with quickly. Pupils are able to thrive because of the support they receive, stating that the school is an 'amazing place, where everyone is kind'. Parents also share this view, commenting that the school has made 'huge improvements' and is always 'supportive'.
- Pupils are highly involved in shaping the ethos of the school, through involvement in developing the 'Be Brownhills' best' vision to selecting provision for after-school activities. Pupils are aware of the importance of having their voice heard.
- Pupils have the opportunities to be role models. This is seen through the use of a 'buddy system' which gives support to other pupils who join the school at different times during the school year. This scheme helps to ensure that pupils who are new to the school feel welcome and part of the community.
- Internet safety has a high priority across the school. Pupils are able to speak in impressive detail about this aspect of the curriculum and associated events such as 'safety days'. Pupils know the age classification for social media sites and were clear that if they saw something they did not like, they would tell an adult immediately.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves in a calm and orderly manner at all times of the day. They are friendly and confident with staff and peers alike.
- Behaviour at lunchtime is enhanced by the wide range of activities organised by the lunchtime supervisors. Pupils participate enthusiastically in the games provided, which are well monitored by those on duty. Pupils are clear about procedures they need to follow if they experience a problem.
- Pupils take pride in their work. Teachers promote their conscientious attitude by placing a high priority on celebrating their achievements through a variety of rewards

such as, 'team tokens' and 'star of the week'.

- Pupils are focused and attentive during lessons. No learning time is wasted through disruptive behaviour. There is a vibrant atmosphere and pupils appreciate the strong relationships they have with the adults in their class.
- Teachers and other adults in the school skilfully address the needs of the pupils within the school community. As a result, pupils display well-developed social skills that have a positive impact on behaviour throughout the school.
- Staff follow up pupil absence swiftly. The school team is tenacious in its approach. Leaders go the 'extra mile' in supporting parents and carers in ensuring that their children attend regularly and on time, including providing transport to school and meeting with parents to aid morning routines. As a result of this relentless approach, attendance is improving strongly.

Outcomes for pupils

Good

- Outcomes have improved since the previous inspection. Across the school, pupils now make good progress.
- Teaching in key stage 2 has strongly improved. Leaders ensure that information about how well pupils do in reading, writing and maths is carefully analysed so that teachers have a strong knowledge of what pupils know and can do. They use this to good effect, ensuring that tasks are well matched to the ability of pupils. Progress for all groups of pupils is strong.
- Outcomes for disadvantaged pupils, including the most able disadvantaged, are improving. The school's own assessment information, confirmed by inspection evidence, indicates that this group of pupils make similar progress to other pupils and that any differences are diminishing rapidly. This reflects effective expenditure of the pupil premium on specific needs.
- Pupils who have special educational needs and/or disabilities make good and often rapid progress from their starting points. This is because the support given to them by teachers and additional adults is well matched to their needs and abilities.
- The progress made by the most able pupils is improving. Pupils across the school are generally set a range of tasks that allow them to use and apply skills at the level that is most suited to their ability. However, too few pupils are still currently working at greater depth by the end of key stage 2.
- The teaching of phonics is organised to meet the needs of pupils from their different starting points. Resources, including some which staff have shaped around the pupils' particular interests, are effectively used to engage pupils and reinforce the skills needed to read effectively.
- Pupils make good progress across a range of subjects in the wider curriculum. This is because work is adapted to meet the needs of different groups of learners. In subjects such as history and geography, the progress in skills such as chronology and map work is evident both within and across year groups.
- Presentation and handwriting take a high priority especially in key stage 2. Pupils are clear about what teachers expect and follow directions accordingly. However in a small

minority of cases in key stage 1, basic errors, such as the incorrect spelling of days of the week, are not always identified and, as a result, these mistakes persist.

- Reading has been a focus for the school and progress is strongly increasing, especially for boys. However, some boys' attainment in reading remains low and so more needs to be done to help them to catch up quickly.

Early years provision

Good

- The performance of children in the early years has improved strongly since the last inspection. The proportion of children achieving a good level of development has increased and is now broadly in line with national expectations. As a result, children are well prepared for their start in Year 1.
- Children in the early years make good progress from their starting points. They join the school with skills, knowledge and understanding below those typical for their age and by the end of the Reception Year, the proportion of children achieving a good level of development is in line with others nationally. Additional funding is used effectively to tailor support to the wide-ranging needs of the children.
- Leaders have been proactive in addressing low starting points on entry to the early years by introducing two-year-old provision at the school. As a result, outcomes for children at the start of Nursery are now increasing considerably. Leaders understand the setting's strengths and weaknesses, and have a clear vision for the future of the provision.
- Evidence seen in learning journals shows that children make good progress in writing. They acquire handwriting and spelling skills quickly and use these skills to good effect in creating their own sentences.
- Children enjoy an exciting and varied curriculum. Outdoor provision is interesting and stimulates opportunities for discussion. For example, during the inspection, a group of children had discovered a slug in the outdoor area. This generated a range of questions from the children such as, 'Do you think he has friends?' This was then built on by the adult who was able to link this discovery to information about a slug's habitat. Children were fully engaged in this discussion and went on to look for pictures in books related to slugs.
- Leaders deploy highly skilled additional adults effectively. The adults have a strong knowledge of what children know and can do and ask questions to build understanding. They make a valuable contribution to children's learning.
- Behaviour routines are well established. Adults set high standards and children are very clear about what is expected of them. Children share equipment and move sensibly around the indoor and outdoor environments when accessing activities.
- There is a strong partnership between home and school. Parents are rightly positive about the start that their children make to their schooling and the good communication they receive. Parents appreciate the opportunity to link with the school through parenting workshops that involve a range of external providers.
- Welfare requirements and safeguarding standards are met.
- Teaching across the early years is good and planned activities are well matched to the

needs of the children. Staff have identified that more needs to be done to improve speaking and listening outcomes for boys and create opportunities to ask open questions to promote these skills. As a result, progress is improving in this area.

School details

Unique reference number	104206
Local authority	Walsall
Inspection number	10032574

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	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Tim Silk
Headteacher	Zoe Cahalan
Telephone number	01543 452 766
Website	www.brownhillswest.com/
Email address	postbox@brownhills-w.walsall.sch.uk
Date of previous inspection	30 June–1 July 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Brownhills West Primary School is smaller than the average-sized primary school.
- The proportion of pupils for whom the school receives pupil premium funding is above average.
- Most pupils are from White British backgrounds. The number of pupils from minority ethnic groups is well below the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is average.
- In 2016, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and

mathematics by the end of Year 6.

- The school provides a breakfast and an after-school club on the school site.

Information about this inspection

- The inspectors observed lessons throughout the school, four of which were jointly observed by the headteacher and the deputy headteacher.
- In addition, the inspectors made a number of short visits to classrooms and watched sessions where pupils were taught in small groups.
- Meetings were held with the headteacher, deputy headteacher and middle leaders. The lead inspector met with five members of the governing body. The inspector also spoke to the school's improvement partner.
- A number of documents were scrutinised, including the school's own information about learning and progress, planning and monitoring documents, minutes of governor meetings, the development plan, records relating to behaviour and attendance and safeguarding information.
- The inspectors took account of the 10 responses to the online questionnaire, Parent View, and considered free-text responses from parents. They also talked to parents at the start of the school day. They considered the 19 responses to the staff questionnaire. Inspectors spoke to staff and took account of their views.

Inspection team

Josie Leese, lead inspector

Ofsted Inspector

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