

Bentley West Primary School Additionally Resourced for Hearing Impaired

Inspection report

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| Unique Reference Number | 104174 |
| Local Authority | Walsall |
| Inspection number | 323982 |
| Inspection dates | 16–17 March 2009 |
| Reporting inspector | Terry Elston |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 451 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 120 |
| Appropriate authority | The governing body |
| Chair | Mike Lee |
| Headteacher | Dee Brigstock |
| Date of previous school inspection | 28 February 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Monmouth Road Bentley Walsall WS2 0EQ |
| Telephone number | 01922 720792 |
| Fax number | 01922 634706 |

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|--------------------------|------------------|
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This large primary school admits pupils mainly from the surrounding housing estate. The proportion of pupils eligible for free school meals is above that found nationally. An average proportion of pupils come from minority ethnic backgrounds, but few are at an early stage of learning English. The most common mother tongues apart from English are Urdu and Punjabi. The proportion of pupils with learning difficulties and/or disabilities is similar to that of most schools, although a higher than average number have statements of their special educational needs. The school has a facility for up to twelve pupils with a hearing impairment. There is a Children's Centre and Neighbourhood Nursery on the school site managed by the governing body, and care facilities are provided for children before and after school.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school where pupils achieve well. The well-run Children's Centre gives children a good start in all areas of their development and is rightly held in high regard by parents. Nevertheless, pupils enter the main school with skills well below those found in most schools. As a result of good teaching, pupils make good progress and attain standards in line with the national average in English, mathematics and science by Year 6. Pupils make particularly good progress in Year 5 and Year 6, where the teaching is often of a high quality. Typical lessons throughout the school see teachers explaining things really clearly and setting pupils work that is demanding yet achievable. They use the interactive whiteboards well, for example to show pupils how to do complex calculations or illustrate how authors set the scene for their stories. Most teachers manage behaviour well, and lessons are calm and orderly. However, a few lessons are interrupted by pupils losing concentration and spending more time talking to their friends than listening to the teacher. This tends to happen when the teacher is helping one group and not keeping a close eye on the rest.

Pupils enjoy school, attend regularly and are proud of their good progress. One parent typically remarked, 'My children love school, and would go every day if they could.' They nearly always behave well, and acts of bullying or racism are rare. They are quick to help other pupils who are lonely or upset, and those in Year 6 take good care of younger ones.

The school has developed a rich curriculum with a good balance between academic work and opportunities for pupils to develop their creative skills. There is a good focus on pupils' safety and well-being, and they speak with authority on the best foods to eat and the need to take good care of their bodies. A good range of popular clubs at lunchtime and after school hone pupils' skills in sport, music and the creative arts.

Parents value highly the good care, guidance and support of their children. Pupils know whom to turn to if they are troubled, and say how safe they feel at school. The school tracks their progress rigorously and has good systems to identify any groups or individuals who are not doing as well as they could. The support for pupils with a hearing impairment is outstanding, and fully deserves its high reputation in the area. It ensures that they grow in confidence, make good progress and are included fully in all school life. This provision also gives other pupils a very good awareness of how to communicate and work alongside deaf people.

The good leadership and management are important reasons for the school's success. The headteacher's passion for the school and her high expectations have helped to create a strong team of staff who are committed to school improvement. The headteacher uses the skills of other leaders well, and they all make important contributions to self-evaluation and the setting of challenging targets. The school promotes community cohesion satisfactorily, but provides too few opportunities for pupils to learn in depth about the diversity of faiths and cultures, either in this country or across the world. The good governing body supports the school well and is not afraid to hold it to account. The school has done well since the last inspection and is well set to build on its successes.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the school with skills well below those expected of their age. Induction procedures are good and, as a result, the children settle into school life quickly. Parents are happy about

this, and feel well informed about their children's progress. While standards are below average by the end of their Reception Year, their achievements are good and they have made good progress. The curriculum is planned well, and makes sure that children have a good balance between activities chosen by themselves and those provided by adults. The staff use the stimulating outside area well to promote children's learning in all areas. The good arrangements for health and safety and children's personal development ensure that they work in a safe environment and develop good social skills. Behaviour is good. Children get on well with each other and develop good relationships with the adults who help them. Teaching is good, and is praised highly by parents. The staff use assessment information well to inform their planning of activities and make sure that children's individual needs are met. Activities are interesting and exciting, and children quickly develop positive attitudes to learning. Children's literacy and communication skills are particularly weak when they enter school, but they soon learn letter names and sounds, and begin to link sounds together. However, when staff mark children's work, they do not always provide sufficient guidance on how to write letters correctly and so children keep making the same mistakes. The Early Years Foundation Stage is well led and managed. Classroom areas are well organised, and the adults who work in the Nursery and the Reception classes have a good idea of how young children learn.

What the school should do to improve further

- Ensure that in all lessons, pupils concentrate on their work and make the most of their time at school.
- Provide more opportunities for pupils to learn about the diversity of faiths and cultures around the world.

Achievement and standards

Grade: 2

Pupils make good progress from their low starting points and achieve well. In Key Stage 1, they make particularly good progress and do well to attain average standards in reading, writing and mathematics by the end of Year 2, and standards are rising year by year. Pupils consolidate these gains in English and mathematics in Key Stage 2, so that standards are average in these subjects by the end of Year 6. In addition, pupils make good progress in science to reach average standards by the time they leave school. These findings show that the school has continued the significant improvement in standards in the national tests over recent years. This is particularly the case in English, where the recent initiatives to encourage pupils to read more and take greater care with their writing have been successful. Pupils with a hearing impairment and those with learning difficulties and/or disabilities make good progress, and grow in confidence as they move through the school.

Personal development and well-being

Grade: 2

Pupils love coming to school and this is reflected in the above average attendance rate. Behaviour is good overall, although some pupils lose concentration easily and miss parts of the lesson. They think deeply about issues such as the conditions faced by refugees in the Second World War, and work well in groups and pairs. Pupils make a good contribution to the community, and readily take responsibility. For example, they help to make good improvements to the school as members of the school council, and work diligently as house captains or prefects. They show a good awareness of the need to eat healthily and look after their bodies. They say

they feel safe at school and show a good understanding of road safety and internet safety. By the time they leave the school, pupils' good personal development and sound academic skills mean they are satisfactorily prepared for the next stage of their learning.

Quality of provision

Teaching and learning

Grade: 2

Teachers have high expectations of pupils' work and plan lessons carefully to ensure they can meet the challenges set, whatever their ability. This means that in nearly all lessons, pupils make good progress and become confident learners. Pupils enjoy their work because teachers make learning fun by their imaginative use of resources. For example, one teacher used a video of 'The Iron Giant' to help pupils write about emotions such as sadness and anger. The pace of lessons is nearly always brisk, and this helps to maintain pupils' interest and enthusiasm for learning. However, in a minority of classes, their learning is hampered when they lose concentration and chat to each other. The comprehensive assessment systems provide a clear picture of pupils' progress, and teachers' marking is an important way that pupils learn how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is planned well to provide an interesting range of activities that are relevant to the needs of pupils of all abilities and ethnic backgrounds. The detailed planning helps pupils build well on the skills they have learned before. A strength of the provision lies in the inclusion of pupils with a hearing impairment and those with learning difficulties and/or disabilities, and their parents are unanimous that they flourish as a result. A wide range of extra-curricular activities, visits and visitors do much to enhance pupils' learning. The recent initiative to link subjects together in topics has been effective at raising standards, particularly in English and mathematics. One parent appreciated, 'the noticeable improvement in my child's learning and enjoyment since the school introduced the themed curriculum'. The curriculum provides adequate work to develop pupils' awareness of different cultures, but not always in sufficient depth to give pupils a thorough grasp of how people across the world live and worship.

Care, guidance and support

Grade: 2

The good quality of care, guidance and support helps to explain why pupils develop their personal and social skills so well. The staff's very good knowledge of pupils' needs and the comprehensive systems to track their academic progress enables them to set achievable targets and provide effective support to ensure these are achieved. Child protection procedures are rigorous and all staff have pupils' welfare very much at heart. The school's very good partnership with parents does much to enhance the quality of care, support and guidance. The good health and safety procedures and risk assessments ensure that pupils are well cared for. Teachers generally use the guidelines of the good behaviour policy well, but in a few classes, the rules are not made clear enough and this affects pupils' learning. The good Children's Centre and out-of-school clubs are important ways that the school supports parents and their children, and they make important contributions to pupils' welfare.

Leadership and management

Grade: 2

The school is well led, with a good focus on ensuring that all pupils, whatever their abilities, disabilities or backgrounds, have every opportunity to succeed. The headteacher's vision is clear, and expectations of all members of the school community are high. The headteacher has done well in a short time to establish effective teams with clear responsibilities and a sharp focus on raising standards. The self-evaluation systems are good, and have been a key factor in raising standards in recent years. The well-informed governors provide good support to the school and are not afraid to challenge the leaders' decisions. The school has a good action plan to improve the provision for community cohesion, but the targets to establish links with schools and communities of a different ethnic character, either here or overseas, are still at the planning stage. The Children's Centre is led and managed well, and the excellent links with the main school ensure that children make a smooth transition to the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 2 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

18 March 2009

Dear Pupils

Inspection of Bentley West Primary School Additionally Resourced for Hearing Impaired, Walsall WS2 0EQ.

Thank you for being so helpful and welcoming in our recent inspection of your school. Highlights for us were watching you work and play so happily, and having such fun in the playground. Many of you spoke to us and told us lots about the things you like at school. You are clearly very proud of your good school and you are right to be.

What we found out about your school.

- You enjoy school, work hard and make good progress. The standard of your work is similar to that in most schools.
- You have a good knowledge of how to keep safe and live healthy lives.
- You learn quickly because the teaching is good. Teachers make lessons fun and help you when you find things difficult.
- You like the activities planned for you, and the many clubs after school for things like music and sport.
- You take responsibility well, and look after your school.
- You behave well and take very good care of each other.
- You have a good understanding of what you need to do to improve your work.
- Those in charge run the school well and know how to make it even better.
- Your teachers and other adults take good care of you and help you if you are worried or upset.

What we would like the school to do now.

- Make sure all of your lessons are as good as the best ones. You can help by always concentrating hard and getting on with your work when your teacher is helping other children.
- Give you more opportunities to learn about how other people in the world live and worship.

Best wishes for the future!

Yours sincerely

Terry Elston

Lead inspector