

Inspection of Wild Bank Community School

Demesne Drive, Stalybridge, Cheshire SK15 2PG

Inspection dates: 19–20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this school?

Leaders make sure that pupils are safe. Staff provide strong pastoral and emotional support for all pupils. This is especially true for pupils with special educational needs and/or disabilities (SEND). Pupils know that adults will sort out problems if they happen. Staff deal effectively with any bullying.

Leaders have not focused enough on how well pupils attain across key stages 1 and 2. They do not have high enough expectations of pupils. Leaders do not make sure that pupils learn what they should in some subjects. Although leaders have started a journey of improvement, there is much more to do before the quality of education is good. This is particularly true in reading.

Conversely, children achieve well in the early years. They develop a good understanding of phonics. However, teachers in key stage 1 do not build on what pupils have learned in the early years.

Pupils behave well. They enjoy coming to school. Pupils take part in lots of activities that help them to keep healthy. They love playing and learning outdoors, especially in the forest areas. Pupils get on well with each other. They treat each other with respect.

What does the school do well and what does it need to do better?

Leaders make sure that staff and pupil well-being have a high priority at the school. Pupils use 'nurture nooks' in classrooms to reflect and take time out. They use wooden shelters for quiet play outside. Pupils access a wide range of physical and creative activities which develop their social and cultural skills. These activities also support pupils in developing healthy lifestyles. The effective emotional support that pupils receive from staff helps them not to give up in lessons. Pupils keep trying, even when they struggle to complete the work that teachers set for them.

In contrast, senior leaders do not place the same strong focus on pupils' academic achievement as they do on pastoral support. Leaders do not routinely identify pupils, including disadvantaged pupils, who need extra support with their work. As a result, pupils have not achieved as well as they should in reading, writing or mathematics at the end of key stages 1 and 2. Attainment in reading continues to be weak for current pupils. As a result of poor outcomes in reading, some pupils are likely to struggle at secondary school.

Leaders now have clear plans in place to improve pupils' achievement. However, senior leaders do not focus sufficiently on the key priorities that will improve the school. For example, they are not acting quickly enough to improve reading across key stages 1 and 2. Some subject leadership is also variable in quality.

At the Wild Bank Community School, children in the early years start to learn to read as soon as they begin in the Nursery class. Skilled staff also make sure that children

have strong phonic knowledge in the Reception class. However, teachers in key stage 1 do not build on this. Pupils who fall behind in their reading do not receive the help that they need to catch up quickly enough. In key stage 2, teachers have recently changed how they deliver comprehension lessons. That said, it is too early to say whether this is improving how well older pupils understand what they read.

The mathematics leader has strengthened the curriculum in key stage 2. Problem-solving is now incorporated into lessons. Current pupils in key stage 2 apply and practise the facts that they have learned. They are developing their recall of times tables facts. Pupils know that quicker recall helps them to complete calculations more effectively. Children in the early years also develop their mathematical knowledge well. Adults challenge and support children to recognise and use numbers in real-life problems. However, some pupils in key stage 1 continue to struggle with mathematics.

Pupils can remember little of what teachers have taught them in Spanish. Senior leaders do not have an effective curriculum plan in place for this subject. Furthermore, some leaders and teachers do not have the required subject knowledge that they need. Pupils are not able to pronounce Spanish words accurately. They learn unconnected vocabulary that is unlikely to help them in everyday conversations. Pupils know very little about what life is like in Spain. Some pupils have developed misconceptions about Spanish culture.

In science, leaders' curriculum plans focus well on developing pupils' investigation skills. Most teachers make sure that pupils build on their scientific knowledge. For example, children in the early years are curious to find out why the ice that they find outside melts. Pupils in Year 2 plan their own investigations about different materials with confidence. In Year 1, however, teachers do not plan learning activities effectively enough. As a result, pupils are not challenged and they lose interest in their learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a high priority at the school. Pupils know how to keep themselves and others safe. They know how important this is when they are online. Staff and governors are well trained. Leaders have made sure that there are clear systems in place to record any concerns. However, some of these systems are not used as effectively as they should be. Staff take swift action to get pupils support when they need it. Leaders make sure that the most vulnerable pupils are in school and safe. Vulnerable pupils are well supported by trained staff. Leaders ensure that pupils who suffer from anxiety are ready to learn.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leadership lacks rigour. Over time, leaders have not challenged staff to make sure that pupils achieve as well as they should in reading, writing and mathematics. Outcomes have not been good enough. Although pupils' attainment is now improving in some subjects, further improvements are still required, particularly in key stage 1. This is especially true for disadvantaged pupils. Leaders need to ensure that all pupils, including those who are disadvantaged, achieve as well as they can right across the school.
- Leaders do not make sure that all teachers plan activities that build on what pupils already know. This is especially true in reading. Too many pupils do not reach the expected standard in the Year 1 phonics screening check. Attainment in reading is also low by the end of Year 2 and by the end of Year 6. This means that some pupils will struggle to access the curriculum in the next stages of their education. Leaders need to make sure that pupils read accurately and fluently.
- Curriculum leadership is not equally developed in all subject areas. Some subject leaders, for example the leader of mathematics, ensure that pupils can remember what they have learned. In other subjects, pupils do not learn and acquire new knowledge well enough. Some of what pupils learn is incorrect in Spanish. Senior leaders need to provide the support and training that subject leaders need so that they can improve their curriculums.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106194
Local authority	Tameside
Inspection number	10110927
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	182
Appropriate authority	The governing body
Chair of governing body	John ApThomas
Headteacher	Jenny Callaghan
Website	www.wildbank.tameside.sch.uk
Date of previous inspection	18 December 2018

Information about this school

- There have been no significant changes at the school since the previous inspection.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We spoke with the headteacher, the special needs coordinator, a group of governors, including the chair of the governing body, and a representative from the local authority.
- We looked at a range of documentation for safeguarding, including the record of required checks carried out on school staff, staff training logs and case files. We met with the person responsible for safeguarding to discuss how the school keeps pupils safe.
- We observed pupils' behaviour at breaktimes and lunchtimes. We observed them in the school's breakfast club and as they moved around the school.
- We spoke to pupils about their experiences at school.
- We looked at the 15 responses to Ofsted's parental questionnaire, Parent View.

We also reviewed the 10 free-text responses from parents to find out their views. We spoke with parents as they dropped off their children at school.

- We focused closely on reading, mathematics, science and Spanish. We talked to the leaders of these subjects. We visited lessons. We looked at examples of pupils' work. We talked with teachers and pupils about what pupils were learning.
- We also looked at pupils' workbooks in writing, history, geography, religious education, art and design and technology.

Inspection team

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