

Inspection of Quarry Bank Primary School

High Street, Quarry Bank, Brierley Hill, West Midlands DY5 2AD

Inspection dates: 3–4 March 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are proud to belong to Quarry Bank Primary School. They learn in a safe, welcoming environment. Pupils take care of their school. They cooperate well with each other and take on roles and responsibilities, such as Prime Minister, deputy Prime Minister and anti-bullying ambassadors. Pupils comment that these roles make a positive difference to the school.

Pupils say they enjoy school. They appreciate the adults that take care of them. Pupils trust adults to help them when they feel anxious. Bullying is something that happens rarely. If it does, adults work with pupils to address issues straight away. Pupils are enthusiastic about learning. They say they learn lots of interesting things.

The new headteacher has galvanized the staff and has taken decisive action to improve the school. Leaders have designed the curriculum to ensure pupils make strong progress. Pupils make links in their learning across the curriculum. Staff have high expectations of pupils. Leaders know what is working well and what needs to improve. Teachers recognise the positive changes that have been put into place. One teacher remarked, 'I have been a teacher a long time, but I have become a better teacher since September.'

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

Leaders are deeply committed to improving the school. Their actions are making a positive difference for pupils. Pupils are achieving well in reading, writing and mathematics. Leaders have developed a curriculum that allows pupils to build on what they already know. The headteacher has played a key role in bringing about these improvements. Subject leaders have begun to take on more responsibility for leading their curriculum areas. They have received training to help them perform these roles. However, a few subject leaders do not check how well the curriculum is delivered in order to make changes where necessary. Leaders take care to manage the workload of the staff so that it is manageable. Leaders are considerate of staff's well-being.

Reading is a whole-school priority. Leaders have devised a new approach to the teaching of reading. Staff have a clear model to follow. Pupils read and enjoy high-quality texts. All pupils, including those with special educational needs and/or disabilities (SEND), develop their reading skills well through this approach. Parents attend weekly reading sessions with their children. Teachers regularly talk to parents about how to support their child's reading at home. Parents value this.

The teaching of phonics is strong. Pupils are taught to read through a clear and well sequenced phonics programme. Pupils make a rapid start to learning to read. Staff teach children to recognise letters and sounds in the Nursery class. One Nursery child could confidently discuss her learning. She said, 'The Big Bad Wolf has stolen

the letter d, and we have to find it.' The vast majority of pupils keep up with the pace of learning. Staff support pupils who struggle to ensure they catch up quickly.

Mathematics is well planned and sequenced. Leaders have thought very carefully about what should be taught and when. Teachers adopt the same approach to teaching mathematics throughout the school. They use resources effectively to help pupils understand and remember important mathematical concepts. Pupils with SEND are well supported in lessons. They access learning with their peers.

Children get off to a flying start in the early years. They settle quickly into the well-established routines. The early years curriculum motivates children. This is because staff carefully design activities that spark children's natural curiosity and creativity. Children in the Nursery and Reception classes concentrate well. They enjoy learning. Staff ensure that children develop strong language skills and gain an understanding of the world around them. This was seen when children in the Nursery class acted out the story of the 'Three Little Pigs' using straw, sticks and bricks. Children are confident to talk to adults. Children in early years, including the two-year-olds, are extremely happy and safe.

Staff support pupils to become active citizens. Pupils take on roles such as junior police community support officers. As part of this, they have given out parking tickets and campaigned on litter. Pupils talk passionately about caring for a world beyond their school and the local community. They confidently discuss ways they are trying to combat climate change and plastic pollution.

The school offers opportunities to take part in visits linked to their learning. Pupils say that opportunities to take part in extra-curricular clubs are limited. They would like a range of clubs, not just sport.

Pupils want to work hard. However, sometimes pupils can be over reliant on adult support and work that is too simple. As a result, some pupils find it hard to work independently.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders responsible for safeguarding are trained well. This helps them to carry out their roles effectively. Information is shared in a timely way. Records are detailed and fit for purpose. Adults take swift and appropriate action to make sure that pupils are kept safe.

Pupils are taught how to keep safe in the curriculum. For example, they are taught about road safety, stranger danger and railway safety. They have regular visits from the police and the National Society for Prevention of Cruelty to Children. Pupils know how to keep safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders are keen to develop their curriculum areas. Currently, they are not monitoring and developing their respective subjects as well as they could. They are over reliant on senior leaders. The school needs to provide subject leaders with the necessary support and opportunity, so that they can monitor and develop their respective curriculum areas.
- Pupils are clear about what they need to learn. However, at times, pupils do not show the determination to work on their own. They depend too much on the support of adults and work being very straightforward. This means they can struggle to work independently. Teachers need to ensure that support is matched to pupils' needs so that they can work independently and learn consistently well.
- The school provides pupils with opportunities to take part in extra-curricular activities. However, many of these are focused on sport and do not enable all children to explore and develop their wider talents and interests. The school should enable pupils to widen their interests and encourage all pupils to take part.

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 are the school and you are 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	103830
Local authority	Dudley
Inspection number	10122445
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	375
Appropriate authority	The governing body
Chair	Neil Dawes
Headteacher	Alex Rawlings
Website	http://www.quarry.dudley.sch.uk/
Date of previous inspection	14–15 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school has a Nursery with provision for two-year-olds.

Information about this inspection

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

- We met with the headteacher, deputy headteacher, special educational needs coordinator, teachers, pupils, teaching assistants, lunchtime supervisors and parents. We also met with three members of the governing body.
- We did deep dives in these subjects: reading, mathematics, science and history. We talked with subject leaders, visited lessons, talked with pupils and teachers, and examined work in pupils' books and displays around the school. Most of these activities took place with school leaders.
- We explored safeguarding arrangements by reviewing safeguarding records, including the checks that leaders make on staff's suitability to work with children prior to their employment. We checked the safety of the school site and talked to

staff and pupils about how they keep safe. We met with the school's designated safeguarding leads.

- We considered the 29 responses to Ofsted's online questionnaire, Parent View, and the 10 responses to Ofsted's staff survey. We also considered the 30 responses to the pupil questionnaire.

Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Stuart Evans	Ofsted Inspector
Ellen Taylor	Ofsted Inspector

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