



Bromley Hills Primary School

Inspection Report

Unique Reference Number 103819
Local Authority Dudley
Inspection number 286774
Inspection dates 29–30 November 2006
Reporting inspector Brian Holmes

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

Type of school	Primary	School address	Granville Drive
School category	Community		Kingswinford
Age range of pupils	4–11		DY6 8LW
Gender of pupils	Mixed	Telephone number	01384 816940
Number on roll (school)	304	Fax number	01384 816941
Appropriate authority	The governing body	Chair	Betty Fullwood
		Headteacher	Jan Kilvert
Date of previous school inspection	11 June 2001		

Age group 4–11	Inspection dates 29–30 November 2006	Inspection number 286774
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bromley Hills is a larger than average primary school in Kingswinford, near Dudley. It is situated alongside a special school and a secondary school. Most pupils come from the surrounding area. There are average proportions of pupils eligible for free school meals and learners with difficulties and disabilities, but a lower than average proportion of pupils from minority ethnic backgrounds. Pupil mobility is higher than that normally seen.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which provides sound value for money. Since the last inspection there has been a satisfactory improvement in the school's performance and it has a satisfactory capacity to improve further. It is beginning to improve under the clear leadership of the recently appointed headteacher. The school has experienced a period of significant staff turnover and disruption to the school leadership in the recent past, but the headteacher is developing an effective team of staff focused on improving pupils' achievement. The school's strength is in the personal development and well-being of the pupils, which are good. As a result of the care and support the school provides for its pupils, they demonstrate good moral and social development and behave well. Pupils have good attitudes to their learning, and a good understanding of how to stay safe and live healthily. They enjoy school and make a positive contribution to its life in a number of ways, including older pupils being playground buddies for younger pupils.

The leadership and management are satisfactory, which leads to satisfactory achievement and sound preparation for the future. The headteacher has a clear vision, and a number of strategies to check provision and the performance of pupils are beginning to have a positive effect on pupils' achievement. However, subject leaders are not fulfilling their role in checking the quality of provision and pupils' performance and the school has recognised that this area of its work needs to improve. In the Foundation Stage, most children reach the goals expected at the end of the Reception year and in the rest of the school, pupils achieve satisfactorily and attain broadly average standards. However, pupils' achievement is not as good in mathematics as it is in English and the school has recognised mathematics as a priority for improvement.

The quality of teaching and learning and the curricular provision are satisfactory. Teaching is mainly satisfactory, but there is some good and outstanding teaching. Planning does not always include enough challenge for more able pupils. The academic guidance pupils receive is satisfactory, but teachers' marking of pupils' work does not always help them to know what to do to improve their work. As a result, not all pupils understand what they need to do to achieve their targets. There is good provision for pupils' personal, social and health education and a good range of activities and clubs to enrich their learning. The school is addressing weaknesses in its provision for mathematics to improve the curriculum further.

What the school should do to improve further

- Raise the achievement of all pupils in mathematics across the school.
- Provide more able pupils with more challenging work.
- Use marking more effectively to help pupils to understand their targets better and to know when they have achieved them.
- Improve the role of subject leaders in all subjects in checking the provision in their subjects and improving pupils' performance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children enter the school with skills and experiences that are in line with what is normally expected for their age. They make satisfactory progress in the Foundation Stage to achieve the goals expected at the end of the Reception year, with a minority exceeding them. In Years 1 and 2, pupils achieve satisfactorily and attain broadly average standards. In Years 3 to 6, pupils make satisfactory progress to attain broadly average standards, although achievement is better in English than it is in mathematics. Pupils with learning difficulties and disabilities make satisfactory progress because they receive satisfactory support to meet their needs.

The national test results in 2006 indicate that pupils' standards of attainment were below average in Year 6 and that not enough pupils gained higher levels in Year 2. The school leadership is adequately addressing both of these areas and pupils' standards are beginning to improve. Teaching strategies have been put in place to improve English in Years 1 and 2 and mathematics throughout the school. Pupils' performance is being much more thoroughly and regularly checked to make sure they are on track to meet the challenging targets the school has set. There are signs that these strategies are working, although the school acknowledges that it has more work to do to improve pupils' achievement further.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their social and moral development, are good. Pupils enjoy all aspects of school life and have good attitudes to their learning. They say the school is a friendly place. Their behaviour in lessons and around the school is good. Pupils' relationships with each other, and with their teachers, are good. Attendance is satisfactory and has improved as a result of the new systems now in place. Spiritual and cultural development is satisfactory. Pupils learn about other cultures through their curriculum. Their awareness of multicultural diversity is satisfactory but the school has recognised it as something that could be improved.

Pupils have a good awareness of staying healthy and fit, they feel safe, and feel confident to talk with adults if they have worries. Pupils are enthusiastic about the soon to be appointed school council and 'green team'. They are keen to play a part in the life of the school. Playtime buddies ensure younger pupils experience good quality playtimes. In a good assembly, respecting the differences between individuals was very well illustrated. Participation in sporting events encourages teamwork and pupils make a satisfactory contribution to the local and wider communities. These instances help to prepare pupils satisfactorily for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. The quality of teaching is mainly satisfactory and there are instances of good and outstanding teaching. Behaviour is managed well and relationships between pupils and adults, and with each other, are good. In an outstanding numeracy lesson, pupils were actively engaged and the teaching assistant identified the group she should work with after assessing which pupils needed help. Pupils enjoy their lessons when they are lively, practical and fun. In some lessons more able pupils are not always challenged enough by the work set for them. Pupils say 'some lessons are boring when teachers chat, chat, chat and we sit on the carpet for a long time'. Teachers are focusing more on assessment and linking it to the planning of work, but their marking of pupils' work and approaches to sharing targets with pupils do not always give pupils sufficient guidance on how to improve their work and reach their targets.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory at meeting the needs of all pupils, although work for more able pupils could be more challenging. Lessons in personal, social and health education provide good support for pupils' personal development, as does the good range of visits and visitors. A variety of 'themed' focus days during the year make a valuable contribution to pupils' moral, social and cultural awareness. Pupils with learning difficulties and disabilities have good special circle time activities to supplement the other activities they experience, which are satisfactory. School visits, such as the residential trip to Paris, provide a rich variety of experiences for pupils to help all aspects of their personal development.

In mathematics, weaknesses have been identified relating to data handling and shape, space and measure, and there is a focus on reading to improve pupils' achievement. The school works well in partnership with other schools on the campus to enhance the provision, for example enabling pupils to use the sports hall. Pupils benefit from a good range of enrichment activities and an increasing number of lunchtime activities.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pupils are generally well cared for. Child protection procedures and all other necessary statutory requirements for security are in place. Regular health and safety checks are carried out and rigorous checks are made on all adults working in the school. Pupils receive good support for their learning from a well deployed team of talented teaching assistants. Pupils with learning difficulties and disabilities are well supported. There is a good link with the adjacent special school, and its resources and advice are shared. Equally, some pupils from the

special school enjoy visiting and attending sessions at the school. Under the new headteacher, the school has improved the pupils' involvement in the school by developing a new school council.

Academic guidance is satisfactory but the quality of guidance given to pupils varies between classes. In some classes, pupils are given individual learning targets and can explain what their next stage of learning is. However, in other classes, pupils are not given targets.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. Following a period of significant disruption to the school leadership, the recently appointed headteacher is providing firm and clear leadership. There is a clear vision for the school shared by all staff, with a focus on improving pupils' achievement. A new senior leadership team is taking the lead in initiatives for improvement, particularly strategies for checking provision and pupils' performance more purposefully and regularly. Subject leaders' roles have been reviewed because they are not fulfilling their role in checking the quality of provision and pupils' performance.

The governing body fulfils its duties satisfactorily and is sufficiently involved in checking the work of the school through its committees and visits into school by governors. All pupils, including those with learning difficulties and disabilities, have satisfactory access to the opportunities that the school provides. Parents' views of the school are positive and they have confidence in the work of the school. The actions already taken to check the provision and pupils' performance more regularly are beginning to have an impact on pupils' achievement and the quality of education provided.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	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 the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Thank you for being so warm and welcoming when we visited your school. We enjoyed talking to you and hearing what you have to say about the school. You told us a lot about what you like and what you would like to see improved. We really liked the Indian food the Nursery children made.

We found out many interesting things about your school whilst we were there. We found out that most of you are making satisfactory progress and that the school gives you a satisfactory standard of education. Here are some of the things your school does well:

- You behave well and have good attitudes to your learning.
- You get on well with each other and with all the adults in school.
- The school provides you with some interesting activities to help you learn and a lot of interesting clubs.
- Your teachers take good care to keep you safe and healthy.

There are some things that we have asked your headteacher and the rest of the staff to do in order to improve the education you receive at school:

- Help you to improve the standards you reach in mathematics.
- Give you work that stretches those of you who are more able.
- Make sure that, when teachers mark your work, they help you to know what to do to reach your targets.
- Check all the things that they do to help you improve the standards of your work.

You can help your teachers by continuing to work hard and do your best all the time. Learning to understand your targets will help to make your work better.