

# Bankwood Community Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 107066           |
| <b>Local Authority</b>         | Sheffield        |
| <b>Inspection number</b>       | 336801           |
| <b>Inspection dates</b>        | 1–2 July 2010    |
| <b>Reporting inspector</b>     | Susan Bowles HMI |

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

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 4–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 246   |
| <b>Appropriate authority</b>               | The governing body  |
| <b>Chair</b>                               | Mrs Jane Golightly  |
| <b>Headteacher</b>                         | Mrs Mary Bins   |
| <b>Date of previous school inspection</b>  | 10 March 2008   |
| <b>School address</b>                      | Bankwood Close<br>Sheffield<br>South Yorkshire<br>S14 1LW |
| <b>Telephone number</b>                    | 0114 239 6711   |
| <b>Fax number</b>                          | 0114 249 4085   |
| <b>Email address</b>                       | enquiries@bankwood.sheffield.sch.uk                       |

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|--------------------------|---------------|
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Fifteen lessons led by 13 different teachers were seen. Inspectors met parents informally as they joined in school activities and at the start of the school day. They met groups of pupils and governors. They observed the school's work through sampling pupils' work and achievement records, trailing a selected pupil and a learning walk focused on pupils' writing. They also looked at some policies, plans for school improvement and reviews, case studies, records of incidents, and data about pupils' progress and attendance. In addition to 112 pupils' and 22 staff questionnaires, inspectors took account of 34 questionnaires completed by parents or carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the quality of teaching is good enough to ensure all pupils are making at least satisfactory progress, particularly in literacy and numeracy
- how far leaders and managers have had a positive impact on reversing the decline in achievement, improving attendance, and securing satisfactory progress for all groups of pupils, including those with special educational needs and/or disabilities
- the extent to which the school has addressed the key issues for development identified in the last inspection report
- whether the school has the independent capacity to secure further improvement.

## Information about the school

Bankwood Primary School serves an area of south west Sheffield. The majority of children who join the Reception Year move from the adjacent Children's Centre. More pupils than average join or leave at other than the usual points in the school year. The proportion known to be entitled to free school meals is above average. Between them, pupils in this ethnically diverse school speak 17 different home languages.

The school was placed in special measures after its last inspection in March 2008. Since then, there have been changes in leadership and staffing. The school is currently governed by an interim executive board and works in partnership with another local school. A shadow governing body, which includes parents and carers, has been established and is taking an increasingly active role in the school's life.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. The overall effectiveness of the school is now satisfactory with some good features. Leaders have steered improvement skilfully and with fortitude. As a result of their rigorous monitoring, the quality of teaching has improved and pupils are making satisfactory progress. Although still low, attainment and attendance are clearly rising for pupils of all ages. The school has reduced the number of pupils who miss many days of schooling. Pupils' knowledge about and commitment to healthy lifestyles is strong. All other outcomes are satisfactory. This is the result of the good care, support and guidance provided, which has a particularly positive effect on the numerous vulnerable pupils. Relationships are sound and pupils' behaviour is cooperative and polite. The curriculum and the quality of teaching are satisfactory. There is much good teaching and teachers are working well together to spread good practice. However, the assessment of the youngest children is not always sharp enough to ensure the best possible planning for their different needs. Teachers' explanations, questioning and marking are not consistently effective enough to ensure that all pupils make good progress.

The school has moved forward on all the key issues raised by the last inspection. It now provides satisfactory value for money. Parents and pupils express firm confidence in the school. Ambitious targets have been set and some have been met. The school enters the next school year with a full complement of staff, an established leadership team, effective governance and productive partnerships. Leaders have a clear understanding of the school's strengths and weaknesses and what they need to do next. Thus, the school has a satisfactory capacity to build on recent improvements.

## What does the school need to do to improve further?

- Raise attainment closer to the national average.
- Improve achievement from satisfactory to good, by strengthening the quality of teaching and learning so that it is consistently good, and in particular ensuring that:
  - planning for the youngest children is based on high quality observation and accurate assessment
  - teachers' explanations, questioning and feedback to pupils are consistently clear, offer suitably high challenge and promote independence.
- Improve attendance to be in line with the national average by sustaining careful monitoring and developing the partnership with parents and carers.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3

Standards of attainment are below average, but have clearly improved over the past two years. In 2009, results in national tests of English and mathematics taken in Year 6 improved on the previous year's and met the government's minimum expectations. Broadly similar results are expected this summer. This represents satisfactory progress for these pupils from starting points which were, overall, far below the national average. Across the age range, the school's regular assessments show generally rising attainment in reading, writing and mathematics, bringing more pupils closer to the levels expected for their age group. Inspection evidence confirmed the improving picture. In most of the lessons observed, pupils were involved well in their learning and keen to do their best because teaching was challenging and engaging. All groups of pupils are making secure progress. Pupils from minority ethnic backgrounds are doing at least as well as their peers. Those with special educational needs and/or disabilities also make satisfactory progress. However, the school keeps a watchful eye on those in this group who do not attend well, as some of them have made slower progress.

Attendance is below average, but shows a steadily improving trend over the past two years. As a result of a more effective drive in the latter half of this year, the high proportion of persistent absentees has been dramatically cut and unauthorised absences have reduced. Pupils enjoy being in school. Their behaviour is well managed and mostly cooperative. Most mix well whatever their backgrounds and show a positive interest in what makes them different and yet similar. Through opportunities to work in teams, persevere with challenges and use words and numbers in realistic contexts, they develop useful skills for their lives as adults. Other outcomes are all at least satisfactory. This is because adults find imaginative ways to equip pupils to deal with life's difficulties and to make a positive difference. This shows up well in pupils' growing enthusiasm for healthy living. Through lessons in science and English, lots of information for families and the fantastic demonstration of healthy cooking by a visiting chef, the school has had a good impact on pupils' understanding of nutrition and exercise, their personal choices, and their readiness to persuade visitors to take up a healthy lifestyle!

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 4        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>3</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>3</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 4        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>3</b> |

### How effective is the provision?

The quality of teaching is solidly satisfactory and shows good features. Teachers plan lessons effectively, so that a sensible sequence of varied activities leads pupils to clear objectives for learning. Adults work well together to check pupils' understanding and adapt plans accordingly. Sometimes teachers use their secure subject knowledge to motivate and engage all pupils well, probing their understanding and adding extra challenge. However, at other times, explanations are not clear enough to help pupils move forward confidently with their independent work and questioning is less effective in extending their understanding. Although teachers regularly mark work, feedback to pupils varies in its usefulness and does not consistently lead to rapid improvement.

The curriculum adequately prepares pupils for the next stage in their education. The school involves pupils in writing for an interesting variety of purposeful reasons, which has contributed to pupils' improved attainment and enjoyment. Another strength is the range of provision to match pupils' well-understood specific needs.

Good care, support and guidance make a major contribution to pupils' generally satisfactory outcomes, because they provide the extra help many need to overcome significant obstacles. The school deploys support for vulnerable children well, doing much to help them to cope with difficulties. Well coordinated multi-agency support has had a significant impact on the attendance, behaviour, safety and progress of some vulnerable children. In classrooms, assistants work well with teachers to support pupils with special educational needs and/or disabilities. The school is in regular contact with parents and carers, and supports pupils well as they move from one stage of education to another. It makes particular efforts to build links with families who are less keen to

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come to school, and this has contributed to reducing persistent absence.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

**How effective are leadership and management?**

The learning partnership with another local school has provided very effective leaders during a period of change. They, with the school's deputy headteacher, have focused unwaveringly on the key issues for improvement and have had a clearly positive impact. Not all of the challenging targets set have been achieved, but the school has moved significantly closer than previously. Major contributions have included their rigorous monitoring of teaching and the good work done to spread effective practice. Staff value this help and are proud of the improvements they can demonstrate. Differences in the performance of groups of pupils have been considerably reduced, demonstrating the effective commitment to equality. Good forward planning with the local authority means that the experienced new headteacher who takes over in September is ready to hit the ground running, with a clear plan to sustain the progress of the school and productive partnerships. Equally, the shadow governing body, which includes parents and carers and has a good mix of expertise, has been well prepared for its increasing share of responsibility.

Relationships with parents and carers are generally positive. The school is making a great effort to seek their views and keep them informed. Even so, some are unsure about how to keep in touch, for example, not all know who is the person in the Reception team they can speak to about their child. Safeguarding arrangements exemplify good practice in robust risk assessment and firm, responsible action to help protect children. Leaders promote community cohesion effectively by creating a harmonious school community. Pupils recognise common values and like to make the local community a happier place, for example, through the summer festival.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |

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Please turn to the glossary for a description of the grades and inspection terms

|  |          |
|--|----------|
| <b>The effectiveness of the school's engagement with parents and carers</b>                                | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>                              | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b> | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>                                 | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>                | <b>3</b> |

## Early Years Foundation Stage

When children start in Reception, their skills are well below those typical for their age. Often their communication and language skills are weak. Attainment varies, in particular for boys, but at the end of the Reception Year some children have made good progress and meet the expectations for their age. Children behave extremely well and have positive attitudes to their work. They display an enjoyment of their learning, demonstrated by their enthusiasm for the wide range of opportunities, both indoors and outdoors, that the reception area provides. Children show concern for each other and they are starting to form good relationships with adults and their peers. They feel safe and secure and show trust in those around them. Children particularly enjoy investigating and using the skills they have learnt in their own activities. Staff help children learn through effective questioning and well planned activities which capture the children's imagination. The teaching of phonics (the sounds that letters make) is a key focus of the provision. However, teachers do not always group children according to their abilities, which results in the more-able children waiting for others to catch up. Consequently, not all children make the progress of which they are capable.

Children's welfare is promoted well in a safe and secure learning environment. Parents and carers are welcome and they make a substantial contribution to their children's progress. Children who have special educational needs and/or disabilities or who are at an early stage of learning English as an additional language, are fully involved because of the effective support they are given.

Regular assessments are made of children's progress, but these are not always focused on the learning that has taken place or planned effectively for the next steps in the child's learning. This calls into question the accuracy of the final assessments which accompany the child into Year 1.



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*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

## Views of parents and carers

The very great majority of parents and carers who responded to questionnaires and of those who spoke to inspectors were pleased with the work of the school. They particularly appreciate how it is helping their children make progress, although a few would like more guidance on how they can help their child learn well. A few were concerned because their child had had a series of teachers recently, but this is improving now. A full team of staff is in place for the next school year.

A few parents and carers raised concerns about the way the school deals with unacceptable behaviour, specifically bullying. Inspectors found that the school sets high expectations for pupils' behaviour and the very great majority of pupils do their best to live up to them. Even so, a number of pupils felt behaviour could not be called good, because there are occasional incidents of unkindness or disruption. Those who spoke to inspectors were clear that such behaviour is managed fairly and they feel safe in school. All the evidence inspectors gathered reflected this, too; overall, behaviour is satisfactory.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bankwood Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 22             | 65 | 12    | 35 | 0        | 0 | 0                 | 0 |
| The school keeps my child safe  | 25             | 74 | 9     | 26 | 0        | 0 | 0                 | 0 |
| The school informs me about my child's progress   | 19             | 56 | 15    | 44 | 0        | 0 | 0                 | 0 |
| My child is making enough progress at this school   | 18             | 53 | 15    | 44 | 1        | 3 | 0                 | 0 |
| The teaching is good at this school   | 16             | 47 | 18    | 53 | 0        | 0 | 0                 | 0 |
| The school helps me to support my child's learning  | 18             | 53 | 14    | 41 | 2        | 6 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 16             | 47 | 17    | 50 | 0        | 0 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 17             | 50 | 16    | 47 | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 18             | 53 | 16    | 47 | 0        | 0 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 13             | 38 | 18    | 53 | 2        | 6 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 8              | 24 | 22    | 65 | 2        | 6 | 0                 | 0 |
| The school is led and managed effectively   | 10             | 29 | 22    | 65 | 2        | 6 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 20             | 59 | 14    | 41 | 0        | 0 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



5 July 2010

Dear Pupils

Inspection of Bankwood Community Primary School, Sheffield, S14 1LW

Thank you for the warm welcome you gave to me and the other inspectors when we visited your school recently. You were friendly, polite and interesting to talk to, which made the visit a real pleasure. By looking at your work, listening to you, and reading the questionnaires that you and your families completed, we were able to see that you are learning better now. I am pleased to say we decided the school no longer needs special measures because it has improved and is now satisfactory. It has some good features, and some things to improve further.

The good features include:

- the care, support and guidance which helps you cope with difficulties and has improved attendance
- how careful the school is to keep you safe
- your understanding of how to lead healthy lives, and your efforts to do so
- the way the school's leaders have improved teaching, which has helped you make better progress
- the way the school works with its partners to help you.

Everything else the school provides is satisfactory, and the outcomes for you, including your behaviour, are satisfactory. However, although many of you have made big efforts to be in school on time regularly, overall, your attendance is below average. Even though the school's test results have begun to catch up with other schools, there is further to go before you achieve your best. We have, therefore, made some recommendations for the school, as follows.

Raise attainment closer to the national average.

Improve your achievement from satisfactory to good, by strengthening the quality of teaching and learning so that it is consistently good, and making sure that:

- teachers have a really clear picture of what the youngest children can do so they can plan activities to suit
- teachers' explanations, questioning and feedback are always clear, challenge you well and help you tackle your work independently.

Improve attendance to be in line with the national average by working closely with

parents and carers.

I know you will want to play your part in all of this, so that your school is as good as the best. For a start, you could check that you have replied to the last comments your teacher wrote in your books. Well done for the changes you have already helped to make, and best wishes for the next steps.

Yours sincerely,

Mrs Susan Bowles

Her Majesty's Inspector

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