

Bankfields Primary School

Mansfield Road, Eston, Middlesbrough, Teesside, TS6 0RZ

Inspection dates 18–19 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make excellent progress in writing and mathematics and good progress in reading.
- Teaching is good overall. It is outstanding over time in mathematics and writing.
- There is a consistent approach to pupils' learning in mathematics and writing. Pupils know exactly what skills they are learning, what they need to do to succeed and how they can improve their work.
- Teaching assistants are very skilled at teaching groups of pupils of all abilities.
- The school makes sure pupils' spiritual, moral, social and cultural awareness is very well-developed. Pupils enjoy art, history and religious education.
- The school offers excellent care and support to its pupils. Procedures to make sure that pupils are safe are outstanding.
- Pupils' behaviour is good. They care extremely well for one another and say that they feel very safe. Attendance is average.
- The headteacher offers excellent leadership. All leaders and teachers work purposefully to make the school better.
- The headteacher and the governing body have a very clear understanding of the school's strengths and the key area where improvement is still needed. They have improved teaching and raised standards in writing and mathematics. They know exactly what needs to be done to make the school better still.

It is not yet an outstanding school because

- Teaching how to link sounds and letters (phonics) is not clearly enough matched to the learning needs of different groups of pupils.

Information about this inspection

- Inspectors held meetings with staff, groups of pupils and the Chair of the Governing Body as well as six other governors. The inspectors also met with a representative from the local authority.
- Inspectors looked at a range of evidence including the school's improvement plan; the school's data relating to pupils' progress; the work in pupils' books and the school's documentation relating to safeguarding.
- Inspectors observed teaching and learning in 14 lessons taught by 12 teachers. They listened to groups of pupils in Years 1, 2 and 6 read. In addition, the inspectors made a number of short visits to lessons with the headteacher and the deputy headteacher.
- One inspector conducted one lesson observation jointly with the headteacher. The inspector also observed the headteacher reporting back to the teacher on her findings regarding the quality of teaching, learning and pupils' achievement in the lesson.
- The inspectors took into account the 16 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents informally, received a letter from one parent and analysed the school's own survey of parents' views.
- Eleven staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector	Additional Inspector
Derek Sleightholme	Additional Inspector
Nora Waugh	Additional Inspector

Full report

Information about this school

- This school is much larger than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is well-above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils supported at school action is well-above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- There are morning-, lunch-time and after-school clubs which are run by school staff and external coaches.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school does not use any alternative provision.
- Pupils are taught in mixed-age classes in Years 1 and 2, 3 and 4, and 5 and 6. Except for English in Years 5 and 6, they are set in groups, according to ability, for English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding, to further raise standards and rates of pupils' progress, especially in reading, by:
 - ensuring that the teaching of how to link sounds and letters is more closely matched to the learning needs of different groups of pupils.

Inspection judgements

The achievement of pupils is good

- While there is a wide range of ability, most children start school with skills that are well-below those typically expected for their age. In recent years almost a half of the children who have entered the Nursery class were born in the summer months. Good teaching in the Nursery and Reception classes helps children to make good progress overall. In 2013, the proportion of pupils who achieved a good level of development was below average, but in line with attainment in similar schools.
- Pupils make good progress in Key Stage 1 so that, at the end of Year 2, the proportion of pupils at the expected standard is in line with national average. However, too few pupils reach standards that are higher than this, especially in reading. In 2013, standards at the end of Year 2 were broadly average in writing, only slightly below average in mathematics but below average in reading.
- Pupils currently in Year 2 are on track to achieve average standards, including in reading and mathematics, with more pupils on track to achieve higher standards.
- In 2013, standards at the end of Year 6 were average in reading, writing and mathematics. Pupils made excellent progress in mathematics and good progress in reading and writing from starting points that were well-below expectations at the end of Year 2.
- As a result of good, and some outstanding, teaching pupils are now making excellent progress across Key Stage 2 in writing and mathematics and good progress in reading. Indeed, standards in writing and mathematics have risen significantly since 2011. Pupils currently in Year 6 are on track to attain standards that are above those expected for their age.
- In 2013, the most-able pupils achieved above average standards and made good progress in reading and writing and excellent progress in mathematics. The most-able pupils in Year 6 are making rapid progress because there is some excellent teaching and they usually undertake work that helps them to increase their skills, deepen their knowledge and attain the higher levels.
- In 2013, all pupils known to be eligible for free school meals made at least the progress expected of them in writing and mathematics. Most made the progress expected of them in reading, as they were helped to close the gap between their attainment and that of other pupils in the school. By the end of Year 6, they were one year behind other pupils in reading and writing; in mathematics they were in line with other pupils in the school. Pupils eligible for pupil premium funding make similar, good or better progress overall as other pupils in school in English and mathematics. In some cases they are making more rapid progress than other pupils.
- Disabled pupils and those who have special educational needs make good progress because of the highly effective teaching and support that they receive from teachers and teaching assistants.
- The school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that pupils make good progress in learning how to read. After a dip in scores in the phonics check for pupils in Year 1 in 2013, the school has acted quickly to review the way it teaches how to link sounds and letters so pupils are able to tackle unfamiliar words. While this is not fully focused on the learning needs of all groups of pupils, it is helping those pupils who find reading difficult to make good progress.
- Across the school, there is a consistent focus on reading. Pupils of all ages speak keenly about the books and authors they enjoy when reading in school and at home.

The quality of teaching is good

- Teaching is good overall with some outstanding teaching of writing and mathematics for pupils in Year 5 and Year 6 and for pupils in Year 3 and 4 who are being helped to catch up in their learning. Across school there is a consistent, systematic approach to the teaching of writing and mathematics. Pupils know exactly what skills they are learning, what they need to do to succeed and how they can improve their work. For example, pupils in Year 6 focussed on an issue relevant to them to develop persuasive writing skills. Pupils had time to consider how to improve their writing. As a result they made rapid progress in their writing.
- Throughout the school, frequent opportunities for pupils to write at length in English and other subjects are helping all groups of pupils to make excellent progress in developing their writing skills.
- Similarly, the teaching of mathematics for pupils in Years 3 and 4 who are catching up with their learning, helps pupils rapidly extended their understanding of how to add three-digit numbers. They were clear about the steps to take to succeed in their work. More challenging work was given to them when appropriate, as their teacher checked their understanding and this helped them make outstanding progress.
- Teachers and teaching assistants have clear knowledge and effective skills to ensure that all groups of pupils are making excellent progress in writing and mathematics.
- Pupils' work is marked regularly and pupils how well they are learning. Pupils receive simple and clear advice about how they can improve their work and are given time to act upon that advice.
- While there is excellent teaching of writing and mathematics over time, the teaching of reading is good, rather than outstanding, and recent improvements have not had time to raise standards.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. There are clear rules, which pupils understand, and teachers consistently apply a fair system of rewards and sanctions. In lessons where pupils are fully engaged in their work, their behaviour is outstanding. Pupils say that there is very little disruption to lessons, although some immature boys can be silly at times. On occasion, older pupils take a while to settle to their work and some younger pupils shout out answers.
- The needs of a very small number of pupils who have significant behavioural problems are managed extremely well by the school. There have been no exclusions. The school's records of behaviour and bullying show that there is very little poor behaviour or bullying and any instances are dealt with quickly and effectively.
- Pupils enjoy taking on responsibilities. The elected school council has offered ideas to improve the playground and raises money for charities. Pupils also welcome responsibilities as librarians, helping in the dining hall and looking after younger pupils. They develop social skills well through involvement in the very well supported breakfast-, lunch-time and after-school clubs.
- Pupils are very polite and welcoming and very keen to talk about their school. They look after and respect one another and work and play well together. These contributions to school life ensure that pupils' spiritual, moral, social and cultural awareness is developed extremely well.
- The school's work to keep pupils safe and secure is outstanding. All parents and pupils are certain that pupils are extremely safe and happy in school and there are exemplary procedures to ensure that this is indeed the case. All adults offer highly effective and sensitive care to pupils and 'go the extra mile' to engage pupils in clubs and activities that help them to develop their confidence and self-esteem.
- As a result, pupils feel extremely safe. They are very aware of different forms of bullying, including homophobic-bullying and cyber-bullying. They say that there is very little bullying and they are able to solve problems between themselves.
- Attendance has improved as a result of actions taken by the school and is average. This is also because pupils enjoy learning as a result of the many exciting topics they study. They take care

to ensure that their work is well-presented and their handwriting is neat.

The leadership and management are good

- The headteacher offers excellent leadership. She has been highly successful in establishing and maintaining high aspirations and expectations and is highly respected by staff, pupils and parents. As a result, the school is a calm and safe environment which allows focused and stimulating learning to take place and which enables teachers and pupils to flourish and give of their best.
- The headteacher has an extremely clear view of the school's strengths and the areas where it needs to improve further. She is extremely well supported by the deputy headteacher and phase leaders who have played a significant part in the school's success. Middle leaders thrive on being responsible and accountable for pupils' learning and achievement.
- Leaders regularly monitor the quality of teaching. They understand what constitutes good teaching, judge it accurately and are extremely clear in their feedback to teachers who respect and welcome their advice and act upon it. As a result, teaching across the school is good overall and excellent over time in writing and mathematics.
- Leadership and management are good, rather than outstanding because, although improving, the quality of teaching and pupils' achievement, especially in reading, are not yet outstanding.
- On-going training for teachers is clearly focused on improving the school and has been successful in improving teaching. As a result, the rates at which pupils make progress have improved. Standards are rising across the school.
- The headteacher and other teachers have clear expertise in using data to measure and evaluate pupils' progress. The school improvement plan has appropriate areas for development, specific targets for pupils' attainment and there are clear procedures to check its impact regularly and systematically.
- Salary progression has been used very well to improve teaching and raise standards because teachers are very clear that they will be rewarded only when their pupils have done as well as, or better than, they should have done.
- The new primary school sport funding has been used effectively to develop competitive sports, to use coaches to develop expertise in teaching physical education and to introduce new sports, such as table tennis. Pupils say they enjoy their lessons and teachers welcome the focus on developing their skills alongside the coaches. These are contributing well to pupils' physical development and well-being.
- While the school focuses on developing pupils' basic skills in reading, writing and mathematics, it also provides many opportunities for pupils to write and apply their mathematical skills across different subjects. It builds on pupils' enjoyment of history, art, and religious education and contributes extremely strongly to their highly-developed spiritual, moral, social and cultural awareness.
- The school welcomes the support and advice it receives from the local authority. This has helped to improve the quality of teaching and the curriculum.
- **The governance of the school:**
 - Governors offer highly effective support and rigorous challenge to the school. The Chair of the Governing Body offers clear and enthusiastic leadership and all governors are very knowledgeable and passionate about the school, using their professional expertise and organising their own training. They have clear systems to monitor the school development plan, the quality of teaching, the achievement of pupils and the curriculum and for teachers' performance management and any rewards for good teaching. They receive clear information about how the pupil premium funding and the new primary school sport funding are allocated and are very knowledgeable about their impact. They ensure that the school fulfils its statutory responsibilities for safeguarding. All staff have been vetted and are trained appropriately to keep pupils safe and free from harm. The budget is managed extremely well. As a result, teaching, pupils' achievement, behaviour and leadership are good.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111604
Local authority	Redcar and Cleveland
Inspection number	431367

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	312
Appropriate authority	The governing body
Chair	Lorraine Chaundy
Headteacher	Sally Hirst
Date of previous school inspection	10 June 2009
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