

# Wild Bank Primary School



<b>Inspection date</b>	<b>6 February 2019</b>
<b>Quality of teaching and learning</b>	<b>Outstanding</b>
<b>Behaviour and attitudes to learning</b>	<b>Very good</b>

## Summary of key findings for parents and children

The school has the following strengths:

- The teachers make sure everyone is included in lessons
- There is great participation from pupils in every class
- Teaching assistants help pupils to learn in classrooms and in small groups
- Classrooms are quiet and focused
- Pupils help each other learn in pairs or in teams
- In the Foundation Stage the pupils are happy and excited to learn, they shared equipment in the areas and played together cooperatively
- Displays are high quality, they show pupils' work and projects as well as helping pupils learn

### Information about this inspection

- The inspection was carried out by 8 Pupil Inspectors
- Inspectors observed teachers, children and teaching assistants in lessons, as well as an assembly in KS2

- Inspectors observed lunchtime in the dining hall as well as playtime

## Inspection team

Grace Quinn, Nellina Moodelly Zardetto	Year 3
Max Wallwork, Milly Edwards	Year 4
Liam Rankin, George Woods, Milly Asante	Year 5
Summer Monks	Year 6

## Full Report

### Information about this school

- This is an average-sized primary school.
- The proportions of children known to be eligible for the pupil premium is above average (this is funding given to schools by the government to support children who are eligible for free school meals, children of armed forces families or who are looked after by the local authority).
- The proportion of children with special educational needs is above average.
- The school meets the government's current floor standard, which sets the minimum expectations for children's attainment and progress.

### Improvement since the last inspection

- Reduce the talking in assembly by giving rewards to classes that are quiet and making sure everyone knows and keeps the rules.

***This has been fully addressed.***

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

- **Can teachers make sure that the work in lessons is just right for ALL pupils and not too easy?**

## Inspection Judgements

### The quality of teaching and learning

#### Early Years - Nursery and Reception

This is what we looked for:

- The children using all the different areas of the room to play in
- The children are playing and concentrating on what they are doing
- The teacher / other adult is working or playing with a group of children
- There are lots of chances for talking and asking and answering questions
- There are lots of clean, bright resources for the children to play with
- The children can choose what they are going to do
- The activities in the areas help the children to learn and think as well as have fun
- There are lots of interesting things to do outside
- The children are being independent
- The noise level is not too high
- Children are learning to listen to the teacher and each other
- Children are learning to use the equipment sensibly
- Children are putting their hand up to answer questions and trying not to shout out
- Children are playing well with each other, learning to take turns and sharing
- Children are learning the routines of the class and the golden rules

In the Early Years classes there was a lot of happiness. The children were very energetic they were doing star jumps outside and riding on the balancing bikes. All of the learning was fun and it looked amazing.

This morning I observed in the Foundation Stage and their topic was all about Chinese New Year and lots of children were playing with a huge Chinese dragon and doing a dance all around the room with other children playing instruments to make Chinese music for their dancing. In the areas there were lots of things to do about Chinese New Year to help the learning like making small dragons and reading a book called 'The Runaway Wok'. There were other activities to do as well such as playing in the sand, large building blocks, picking up pom poms with pincers and a toy shop. The children were able to develop their fine motor and gross motor skills. They were very independent and welcoming.

The children were sharing toys and playing kindly with them. They were following the golden rules and were as good as gold. They were using their manners and following their usual routine. They were polite and listened carefully to the adults and they were really excited to learn.

Today in the Early Years I saw that that the children were using all the different areas of the room. One of the teachers was working with children making a cube man and another teacher was working with a group. There were a lot of clean resources to play with and the activities in the areas were helping the children to learn. The children were independent in what they were doing.

### **Teaching across the school**

This is what we looked for in lessons:

- Children know what they are learning about
- A clear input with good explanations from the teacher so the children understand
- The work is not too hard or too easy, there are challenges and extension activities
- Everyone is included in the lesson and children might help each other learn (in pairs or groups)
- Chance to explain your learning or thinking and children showing their work
- Not too long on the carpet or listening so that children have enough time to do the work
- There might be objects or equipment (large coins or cubes in maths etc.) or IT (laptops / iPads / smartboards) to help the learning
- Teaching in a fun way so everyone is engaged, enjoying and participating in the lesson
- The lesson is well-organised, ready with everything prepared
- The Teaching Assistant is busy helping one child or a group of children

### **Key Stage 1 and Key Stage 2**

I observed that the pupils were happy and persistent on their work and there was not a lot of noise. They had materials to help them whilst learning and the teaching assistant helped a group. The lesson was well-organised and as well they were showing respect to the teacher who praised the pupils. The lesson was all about maths and the pupils were learning how to partition numbers, finding all the different ways they could make the number.

The lesson I observed was an English lesson where the pupils had to write about aliens landing on earth. It was the start of a story and they had done a plan first. I observed that pupils were quiet and focused. People were joining in and participating and the input was not too long. Pupils were thinking about what they were going to write and the teacher was praising the pupils.

I observed a science lesson about two types of planets, gas giants and terrestrial planets. There was lots of participation, teamwork and concentration. Everybody in the class learnt new things that they didn't know before! The teacher and the teaching assistant helped groups and the lesson was set up very well. Also, there were plenty of resources. Everyone was engaged in the lesson and there was no messing. The lesson was very enjoyable.

In another lesson that was observed the pupils were learning about Greek myths and Gods. I saw lots of hands up and they were focusing and concentrating. The noise level wasn't too loud and also they weren't too long on the carpet, everyone was included. The children knew what they were learning about and there was a clear input about what they were doing. The teacher explained it in a fun way so the pupils were happy. The lesson was well-organised, ready with everything prepared; most importantly the work wasn't too easy or too hard.

In another lesson I observed that everybody was joining in and people got chance to go off in groups and do something interactive. Everybody got a chance to speak about what they thought whether it was to a teacher or a partner. In a further lesson the teacher was very enthusiastic this made the children more enthusiastic.

## **Behaviour and attitudes to learning**

Inspectors looked for the following behaviour and attitudes in lessons:

- There is the right noise level for the lesson
- Children are showing respect by listening to the teacher and each other (keeping Golden Rules)
- Children are focusing and concentrating on their work
- They work hard and showing a positive attitude towards learning, they try to their best
- The environment is calm maybe with some music
- Children are helping each other learn (pairs / groups) and no-one is left out, they are being kind to each other
- Everyone is polite using their manners
- The teacher is praising the children and helps and encourages them, they might give out merits

In lessons across the school inspectors observed many of the features they were looking for as listed above.

Overall the pupils are very well behaved. For example in assembly they walked in and out of the hall very sensibly. During the assembly the teacher spoke about the children's mental health and it was appropriate for all of the classes and they listened carefully.

At playtime everyone was playing well together outside, most pupils stopped on the whistle. At lunchtime pupils had their dinner nicely in the hall and followed the routines and there were lots of activities for them on the top pitch and football on the bottom pitch. When someone did get upset it was all sorted out and she was happy again.

## **Assembly**

This morning I observed the assembly. I noticed a clear theme of mental Health Awareness Week. I also saw that all of the children could understand. The best part was when the teacher showed a video about coca cola and how much sugar was in it when you boiled it, and how sugar can affect your mood. The children were really interested in the assembly, there was lots of participation and inclusion and some children helped with the assembly towards the end showing their special toys that they could talk to if they were worried.

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## Appendix 1

## Inspection questionnaire for pupils

### **I enjoy school**

All the time 2

Most of the time 6

### **Teachers help me to do my best**

In every lesson 5

In most lessons 3

### **My teachers give me work that challenges me**

In every lesson 2

In most lessons 2

In some lessons 4

### **I enjoy learning at this school**

All the time 4

Most of the time 3

Some of the time 1

### **Teachers listen to what I have to say in lessons**

Strongly agree 2

Agree 6

### **There is an adult at school I can talk to if something is worrying me**

Strongly agree 7

Agree 1

### **The behaviour of other pupils in my lessons is good**

All the time

Most of the time 5

Some of the time 3

### **The behaviour of other pupils around school is good**

All the time 2

Most of the time 4

Some of the time 2

### **Is bullying a problem at your school?**

It doesn't happen 3

It happens and teachers are really good at resolving it 3

It happens and teachers are good at resolving it 2

### **I feel safe when I am at school**

All the time 3

Most of the time 5

### **My school encourages me to look after my physical health (for example healthy eating and fitness)**

Strongly agree 4

Agree 4

### **My school encourages me to look after my emotional and mental health**

Strongly agree 4

Agree 4

**I take part in school activities outside of lessons, like clubs, sports, music and art**

Very frequently 5

Frequently 1

Sometimes 1

Never 1

**My school encourages me to be independent and to take on responsibilities**

Strongly agree 5

Agree 3

**My school encourages me to respect people from other backgrounds and to treat everyone equally**

Strongly agree 4

Agree 4

**I would recommend this school to a friend moving to the area**

Yes 6

Maybe 2

No

*NB each question gave a choice of 5 responses, only those that were applicable have been included in the above.*