

Wild Bank Primary School



Inspection date	13 February 2018
Quality of teaching and learning	Outstanding
Personal development, behaviour and welfare	Very Good

Summary of key findings for parents and children

The school has the following strengths:

- Lots of lesson are fun and children are engaged in learning
- Teachers give clear inputs and explanations of learning
- Teachers ask really good questions and children are eager to answer
- Children listen really well to the teachers and each other
- Children know what they are learning about and work really hard
- Children cooperate well and help each other learn
- Teaching Assistants help lots of children with their learning

- **Older children peer-assess very well without being overly critical**

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 assembly in KS1 and KS2
- Inspectors observed lunchtime in the dining hall as well as playtime

Inspection team

Aisha Atif and Poppy Falconer-Flint	Year 3
George Wood	Year 4
Summer Monks	Year 5
Bryher Henty and Alisha Kazosi	Year 6
Jake Rankin and Rachael Teluwo	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.

What does the school need to do to improve further?

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

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

Today I went around my school and I observed several classes. In the Early Years everybody was concentrating on what they were doing. They were inspired by the different equipment and role-playing. I asked some of the children could they count to 10 and everyone I asked knew! (Some even counted up to 20!). Some children were painting and they explained everything they were painting so well. Some were also playing with playdough slime and creating lots of yummy dishes!

Today I observed in the Early Years Foundation Stage. The class were listening to the teachers and there were four different groups in four rooms all doing phonics. After the phonics session the children came into the large room playing with toys, allowing them to choose whatever they wanted to do. There lots of interesting activities for them to choose such as coloured rice, construction, Chinese lantern making, all of which got their attention and calmed them.

They all played well together and let each other join-in. The adults were trying to involve everyone. Many of the children were independent in their work. I thought it was pretty much perfect with no areas for improvement here.

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
- The teacher had good subject knowledge
- Chance to recap over learning as well as learning new things
- Not too long on the carpet so that children have enough time to do the work
- Sharing ideas and working together
- Teaching in a fun way so everyone is engaged and involved in the lesson
- Chance to talk about the work, do whiteboard work, ask and answer questions
- The lesson is well-organised with everything ready
- There is challenge in the work, maybe different work for different groups of children so it is not too easy or too hard
- Self-assessment or peer assessment (swapping books / comparing to see if you get the right answer)
- The Teaching Assistant is busy helping one child or a group of children

Key Stage 1

Today I have been a school inspector and I observed several classes and I noticed cooperation in all classes from Foundation Stage to year 6. All of the pupils had a positive attitude to learning. They had good listening and knew what to do and had great group work. Everyone from year 1 to year 6 had challenges but they all gave them a try.

In a KS1 lesson they were learning about the Artic. I went up to a couple of children and they told me 1 fact about the Artic. They knew lots and explained very well. They were a very nice class and worked very hard with very good questions and the teacher gave a merit which was encouraging and they were clapping each other.

In a drumming lesson the children were able to copy the tune the teacher made and remembered it well. The teacher was very friendly and the children were hitting the drums very smoothly and looking after them.

In a KS1 class there was a range of activities for the children to do all about polar bears and the book 'We're going on a bear hunt'. They children were enjoying what they were doing and were happy in the classroom. One teacher was helping the children to make polar bears and another was helping children to design a book cover and one group was working independently on the iPad drawing pictures of polar bears.

Key Stage 2

In KS2 one of the classes was doing French. Their teacher gave a brilliant explanation of what they were meant to do and they followed the instructions very well.

Another class was doing maths and they were using money to do it. They were solving word problems and were really focused. The children were really excited about their work using different types of equipment to help and the teacher gave different sets of work to tables.

In a PE lesson the children were having fun and some children were also leading the lesson by demonstrating at the front of the hall. In this lesson the children entered the hall and sat cross-legged and waited for the PE teacher. Firstly they were asked questions about why they needed to warm-up and they answered sensibly and everyone respected each other when they were talking. Secondly for the warm-up the teacher chose the 'scarecrow' game and this is where the only con came in some children's shoes were causing them to slide on the floor, there were no serious accidents but in the future they should be more careful. The pros of the lesson were; they were eager to join-in, everybody was involved they performed the exercises really well and overall the lesson went very well.

In one class they were amazing and doing really good handwriting, they had very good manners and they were talking but it was about their work The Titanic. They were brilliant.

In a lesson about bullying the children were asking questions and working well together, they stayed on-task and did a lot of writing. The children gave good reasons for the questions and it was a great lesson for mental health.

In KS2 teachers had good subject knowledge and the children were participating in lessons, the noise level was really good and teachers were organised. In both lessons children were taking part, listening and talking with each other, they had good manners as well. Classes were not too long on the carpet and they were sharing ideas, they had challenge in their work but they did it sensibly.

The personal development, behaviour and welfare of children

Inspectors looked for the following behaviour and attitudes in lessons:

- The noise level is not too high
- Children are showing respect by listening to the teacher and each other (keeping Golden Rules)
- Children are focused and keep their concentration
- They work hard and showing a positive mind
- Children are using equipment sensibly, sharing and taking turns
- The environment is calm and everyone is happy (smiles)
- Children are helping each other learn (pairs / groups)
- Everyone is polite using their manners and no foul language

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

I observed lunchtime and altogether it was fine but there were a few downsides with some children arguing with one another. In the hall I would say that the noise level could be lowered but only a tiny bit. At break time children were enjoying playing with one another. It was wet play and people were being kind and helping each other.

Assembly

When I observed the assembly the teacher had such a good video with a perfect moral. Everybody was interested to answer questions and this made the children think. At the start and end of assembly people were being noisy and a bit fidgety.

Some of the older classes were being a little immature when they saw the school inspectors in the assembly. The assembly was really good and the teacher conducting it was getting the children involved to answer questions and the children were intrigued and eager to answer which was a good sign. Most of the children were quite sensible and respectful and didn't get distracted by others. The teacher leading the prayer respected the non-religious people in case they didn't want to pray. The improvement needed is the school needs to learn to come silently and to go silently so there is no murmuring.

The pupils listened very nicely and sensibly and behaved properly. They were enjoying the assembly and they did their prayer sensibly and quietly putting their hands together and heads down to say Amen.
