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14 December 2011

Mrs Evans  
Headteacher  
Heaton St Barnabas' CofE Aided Primary School  
Rossefield Road  
Heaton  
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West Yorkshire  
BD9 4DA

Dear Mrs Evans

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Heaton St Barnabas' CofE Aided Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 13 December 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the representatives of the governing body, the attendance team and the group of pupils and staff who took time to speak with me.

As a result of the inspection on 29 April 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Since the inspection two members of teaching staff have left and the school has appointed three assistant headteachers to the leadership team.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

In 2011, attainment at the end of Key Stage 2 declined in English and mathematics. Pupils' attainment in mathematics declined significantly and just over half of pupils achieved the expected level. In Key Stage 1, pupils' attainment continued to decline in reading, writing and mathematics. In the Early Years Foundation Stage, outcomes at the end of the Reception Year made a marked decline from previous years.

Although the school did not predict the fall in results last year it has evaluated where it can improve further and has taken concerted action as a result. The school's current information about the achievement of pupils indicates that this is beginning to have an impact on pupils' progress and their attainment shows signs of improvement. Current monitoring data show that results for this year are on track to be much higher than last year.

September 2011



INVESTOR IN PEOPLE

Senior leaders acknowledge that standards were affected by inconsistencies and some disruption in teaching during the last academic year. Senior leaders have reviewed the effectiveness of the school's provision and, as a result, they have moved some teaching staff to different classes and reorganised teams. This change has been managed effectively and staff are working more collaboratively in identifying aspects of good practice they wish to share and develop. However, the school recognises that some inconsistencies in the quality of teaching and marking of pupils' work remain.

There is still variability in the progress pupils make as they move through the school. Inconsistencies remain between classes and different groups of pupils. This is because the quality of teaching is variable. Where teaching is stronger, teachers have a secure grasp of pupils' current abilities and plan challenging work to move them on in their learning. Where teaching is less effective, teachers' expectations of pupils' learning lack clarity, there is not enough sharpness in the use of questions and not enough match of work to pupils' needs.

In lessons, most pupils are engaged and keen to learn. They enjoy extra-curricular clubs and practical activities which help them apply their learning. For example, Year 6 pupils showed enthusiasm in preparing for the sale of the craft items they were making in lessons. Pupils' behaviour makes a positive contribution to their learning. They cooperate well and talk and share ideas purposefully and sensibly. They take responsibility around school and in lessons where they are given the opportunity and show increasing independence in their learning. Scrutiny of pupils' work and observations in lessons show that guidance given to pupils to improve their work is developing and there are some examples of effective marking. However, this varies across the school and written feedback does not always identify the next steps pupils need to take and pupils' misconceptions are not always identified. The school acknowledges this is an area for further improvement and it is identified in the school's improvement planning.

The school has taken action to halt the decline in attendance, and levels of attendance for the last academic year show improvement. This is because the school monitors attendance closely and follows up any absences swiftly. The school has adopted a 'zero tolerance' approach and does not authorise holidays during term time. They work in partnership with the education welfare service and a school-home worker to support families in helping to ensure their children attend regularly. The numbers of pupils who are persistently absent from school has decreased.

The school recognises that there has been some inaccuracy in teachers' assessment and is taking effective steps to remedy this. Appropriately challenging targets are now set for pupils and leaders have tightened monitoring and intervention strategies. Staff now share data and information although the impact of this is at a very early stage.

Senior leaders know the school well and understand that improving the quality of teaching and learning, particularly in mathematics and English, is required to raise achievement. The school is developing the role of leaders and has recently appointed an assistant headteacher. They are starting to take the actions needed to accelerate the pace of

improvement. For example, in improving pupils' attendance and holding teachers more accountable for the progress of pupils. Members of the governing body have a secure understanding of the school's strengths and weaknesses. Together, with partnerships established with other local schools, this is enabling the school to increase its capacity to improve further and support the headteacher's drive for further improvement.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Adrian Guy  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place on 29 April 2010**

Raise pupils' attainment across the school by:

- improving the consistency of teaching
- using assessment more effectively to plan lessons for the different learning needs of pupils, particularly middle-ability learners
- developing independent learning.

Strengthen the capacity of the leadership and management team to drive improvements in learning and teaching by:

- systematically evaluating the impact of actions taken to improve outcomes
- enabling all staff to share good practice
- introducing effective strategies for managing change.

Improve attendance by:

- improving the way the school works with other agencies
- strengthening practices to support attendance within school
- developing support for pupils who have extended periods of absence
- reviewing provision for pupils who are persistently absent.