

Clayton Village Primary School

Inspection report

Unique Reference Number	107199
Local authority	Bradford
Inspection number	377549
Inspection dates	16–17 January 2012
Lead inspector	Keith Bardon

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Sharon Allan
Headteacher	Angela Jeffery
Date of previous school inspection	24 September 2008
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Introduction

Inspection team

Keith Bardon
Derek Pattinson

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 17 lessons, observed 10 teachers, held meetings with staff, members of the governing body, and pupils and talked informally with parents and carers. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. Also, they analysed 38 questionnaires returned by parents and carers and those completed by pupils and staff.

Information about the school

This is an average-sized primary school situated on the outskirts of the city. The pupil number is gradually being lowered to one class per year group to maximise places and the school is almost full. While a large majority of pupils are of White British heritage a little over a third are from a range of minority ethnic backgrounds, with pupils of Pakistani heritage forming the largest group. Although the proportion of pupils who speak English as an additional language is well-above average, few are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is above average. While the proportion of pupils who have special educational needs and those with disabilities is above average very few have a statement for their special educational needs. The school meets the current government floor standard. The school is an Investor in Pupils, has Healthy School status and has achieved the Drugs Charter, Activemark and Artsmark awards. A school-managed breakfast club is available daily to pupils.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school which promotes pupils’ spiritual, moral, social and cultural development well. Pupils enjoy learning in the warm atmosphere which prevails and feel cared for by the staff. With few exceptions parents and carers are happy with the education the school provides for their children and the relationship it has with them. Pupils’ learning and achievement are good in the Early Years Foundation Stage and satisfactory in Key Stages 1 and 2.
- While the quality of teaching is satisfactory overall, with some good lessons observed, inconsistencies result in pupils making uneven progress as they move through the school. The quickest progress occurs in Early Years Foundation Stage and at the end of the two key stages. The level of challenge work provides for pupils of different abilities is often the difference between good and satisfactory lessons.
- Most pupils behave well in and out of lessons. They show positive attitudes to learning, readily help each other over difficulties and socialise well at break times. Pupils confirm they feel safe and secure in school and have confidence in staff to deal effectively with any concerns they may have.
- While leadership and management are satisfactory overall there are a number of strong features, including the headteacher’s clear vision of what the school can achieve and what is needed to get it there. Well-organised and effective professional development has given teachers a much clearer understanding of how to evaluate the impact of their work and the contribution they make to school improvement is increasing. Governors have started to ask more challenging questions to hold the school to account but are too reliant on reports from staff and other sources for their view of how well the school is performing.
- Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- To continue the upward trend in attainment and accelerate pupils' progress, eliminate inconsistencies in teaching and raise the quality to good or better by:
 - ensuring that the work set in lessons challenges all pupils fully and enables them to achieve to the best of their abilities
 - making the best use of the time available, ensuring lessons start quickly and pupils have enough time to apply and practice what they have been taught
 - making the 'steps to success' (the guidance teachers provide on how learning is to proceed and progress in a lesson) more useful to pupils.
- Increase the capacity of the governing body to collect its own information about how well the school is performing and use it to help the school to improve.

Main Report

Achievement of pupils

Pupils' attainment is broadly average in English and mathematics at the end of both Year 2 and Year 6. The proportion of Year 2 pupils who read to the level expected for their age is broadly average. A large majority of Year 2 pupils recognise many common words on sight and use their secure understanding of sounds and letters effectively when identifying words that are new or unfamiliar to them. Approximately a quarter of Year 2 pupils have yet to reach this level but very few are well behind where they should be. Pupils are given frequent opportunities to read and additional help when they need it. By the end of Year 6 almost all boys and girls are reading confidently and have attained the standard expected for their age. The proportion of Year 6 pupils reading with the expected competence and understanding has shown good improvement since the last inspection and the proportion reading at an above average level has started to rise.

Writing has been a recent focus for school development and the positive effects of the measures taken to raise achievement are clearly evident. Pupils of all ages write with enthusiasm. In Year 2 they retell well known fairy tales in detail and in Year 6 write convincing and correctly balanced evaluations of items they own. Many pupils have well-developed speaking and listening skills and communicate their thoughts and ideas confidently and clearly during discussions. Pupils' achievement in mathematics is showing a similar upwards trend to that in English. In a lesson in Year 6, pupils approached a range of challenging number problems with enthusiasm and confidence. They employed a variety of effective and well-understood strategies when making their calculations and arrived at accurate well-reasoned answers.

Although attainment on entry to Reception varies year-on-year, it is often below what is expected for children of this age. Provision for children's learning in the Early Years Foundation Stage is good and they achieve well. By the end of Reception many children reach age-related expectations in the different areas of learning. Children playing sounds and letters games with the teacher quickly grasped the difference between the 'oo' sound in wool and that in toot and then confidently sorted other words into the two categories.

Careful planned provision for pupils with special educational needs and those with disabilities ensures they receive the help and support they need to make the expected

progress in their learning, similar to that of other pupils. Pupils falling short of expectations for their age are identified quickly and well-considered programmes of small group work used to boost their attainment. Overall, boys and girls, pupils of different abilities and those from different ethnic backgrounds maintain similarly satisfactory rates of progress. All of the parents and carers who returned the inspection questionnaire or spoke to inspectors expressed satisfaction with the progress their children are making, reflecting the inspection findings.

Quality of teaching

Pupils are given regular opportunities to extend their skills when working in subjects such as science and religious education. Teachers have started to link different subjects together in meaningful ways which adds interest and relevance to pupils' learning. Many teachers use a lively style of delivery which engages pupils and encourages their participation. A Year 6 literacy lesson in which pupils were developing context specific language skills illustrated this well. Carefully selected subject matter reflecting pupils' interests, a variety of learning strategies many of which involved pupils working cooperatively and frequent reminders about the purpose of their tasks, made for a very productive lesson in which pupils' use of language for effect progressed rapidly. A deepening of pupils' understanding of how human action is affecting the ecology of the rainforest was an additional benefit and typical of the close attention teachers pay to pupils' spiritual, moral, social and cultural development.

Pace is usually judged well but on occasions lessons are slow to start or do not provide enough time for pupils to practice what they have been taught. In the more effective lessons teachers utilise assessment well to match work to the different abilities of the pupils, but in others tasks are pitched at the middle ability and the work is too difficult for some and offers too little challenge for others. While all teachers share 'steps to success' with the class, only in the better lessons are they used effectively to promote pupils' understanding of how to judge progress for themselves. The teaching of letter sounds to younger pupils is good in the majority of lessons but less effective in others. On occasions the teachers' pronunciation of the sounds lacks clarity and accuracy. Teaching assistants are often deployed well and make a positive contribution to pupils' learning. Marking is mostly of a good quality and helpful to pupils. With very few exceptions the parents and carers hold similar and mainly positive views of the quality of teaching their children receive.

Teaching in the Early Years Foundation Stage is good. Stimulating activities matched to the age of the children provide enjoyable learning experiences both in and out of doors. The development of children's language skills is given a high priority. Staff engage them in conversation at every opportunity, model good listening and encourage children to express themselves using full and clear sentences. Careful attention is paid to children's spiritual, moral, social and cultural development. As she read a letter from Eddie the Penguin about his journey from the South Pole, the teacher skilfully raised issues about the impact humans have on the environment which the children discussed with considerable understanding for their age.

Behaviour and safety of pupils

Pupils and their parents and carers are justifiably happy with behaviour and safety in the school. With the exception of the occasional reminder to pay full attention, pupils behave well in lessons and around school. They show respect for adults and address them in a polite and friendly manner. A very small number of pupils need regular support to behave

well but this is provided effectively and there is little disruption to lessons. Pupils take good attendance seriously and are particularly pleased when their class receives the cup for 100% attendance in assembly.

A notable strength of pupils' behaviour is the manner in which pupils from different home and cultural backgrounds work and play together in complete harmony. Because the school openly and clearly values the faith traditions and home backgrounds of all its pupils they learn to respect and appreciate diversity. They readily reflect on things that are important. When asked in assembly what was needed to be the best, pupils responded quickly with 'perseverance', 'practise', 'confidence', 'courage', 'determination' and other very positive personal characteristics.

Pupils report that incidents of bullying are rare and they and their parents agree that any such incidents are dealt with quickly and effectively by staff. Through the wide range of experiences the school provides, including visits from the emergency services, pupils develop a good understanding of what constitutes safe action and how to keep themselves safe in their everyday lives.

Leadership and management

Following the last inspection the school experienced a period of instability and standards dipped. Determined leadership and management have returned the school to a satisfactory level of performance. Planning for development is well structured and based firmly on accurate and thorough self-evaluation. Attainment has been brought in line with the national average and some aspects of teaching, such as effective strategies to promote pupils' writing, have been successfully developed. Although inconsistencies in the quality of teaching remain, there is clear evidence of the school's capacity to continue to improve.

The curriculum is satisfactory and pupils say they find the learning it provides enjoyable and 'fun'. It is suitably broad and balanced and due emphasis is placed on literacy and numeracy. Spiritual, moral, social and cultural development is good. Pupils are encouraged to think carefully about how their actions affect others and pupils identify the headteacher as their positive role model. Opportunities to work as school councillors or on the 'council for food' enable pupils to contribute regularly to school life.

Procedures for ensuring pupils' safety and well-being are thorough and effective. Risk assessments are carried out systematically and safeguarding policies and procedures are reviewed and updated regularly. A careful watch is kept over pupils whose circumstances may make them vulnerable and the school uses its well-established links with other agencies to ensure their needs are met. Pupils' progress is monitored systematically and the school is vigilant in ensuring no pupils are discriminated against. Although inconsistencies in teaching result in some variations in pupils' progress, equality of opportunity for learning is satisfactory. The governing body meets regularly to discuss the work of the school and evaluate its performance. Governors have started to ask more challenging questions, although these are often based on reports they have received rather than first-hand information.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



18 January 2012

Dear Pupils

Inspection of Clayton Village Primary School, Bradford, BD14 6AD

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is a satisfactory school which looks after you well and makes good provision for your personal development. It has a friendly, family atmosphere, mainly because everyone gets on so well together. Your behaviour and attitudes to learning are good and it was nice to see so many of you trying hard in lessons – well done!

At the current time, the progress you are making is satisfactory but we saw areas in which it is starting to quicken. There is room for further improvement and we have pointed out a number of things we would like the school to do. Some of you told us that in lessons you do not always move quickly enough onto challenging work and we agree. We have asked teachers to make sure that the work they set challenges you to do your best at all times and that lesson time is always used well. The 'steps to success' teachers share with you are a good idea but they are not always used as well as they could be and we have pointed this out to the teachers. You can help by referring to the 'steps' regularly while you are working to make sure you are following them closely. We have suggested to governors that they need to collect a little more information about the school for themselves to help them in their work.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Keith Bardon
Lead inspector

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