

Fagley Primary School

Inspection report

Unique Reference Number	107249
Local authority	Bradford
Inspection number	377558
Inspection dates	7–8 February 2012
Lead inspector	Katharine Halifax

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	240
Appropriate authority	The governing body
Chair	Rachel Curtis
Headteacher	Chris Parfitt
Date of previous school inspection	15 June 2009
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Introduction

Inspection team

Katharine Halifax
Maria McGarry

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed nine teachers teaching 14 lessons, of which two were joint observations with members of the senior leadership team. Meetings were held with groups of pupils, representatives of the governing body, parents and carers, and school staff, including senior leaders. The inspectors observed the school's work and looked at a number of documents, including the school development plan, the safeguarding and equality policies, and minutes of the governing body meetings. They heard pupils from Years 1, 2 and 6 read. Inspectors looked at the on-line questionnaire (Parent View); however, there were no responses. Inspectors analysed the responses to 60 parental and carers' questionnaires, and also those completed by pupils and staff.

Information about the school

This is an average-sized primary school. Almost one half of the pupils are of White British heritage. Most other pupils are of Pakistani, Bangladeshi or other South East Asian heritage. The proportion of disabled pupils and those with special educational needs is well above average. The proportion of pupils known to be eligible for free school meals is also well above average. A far higher proportion of pupils joins or leaves partway through their primary education than is found typically. The school meets the current floor standards set by the government. The school has achieved the Investors in People and Investors in Pupils awards, the Activemark, extended Healthy School status, and the ECO Mark, gained for environmentally friendly practice.

The school has experienced considerable changes since the last inspection. There has been a change of headteacher and deputy headteacher. Pupil numbers have increased considerably with an additional class being formed. Furthermore, there has been extensive building work during the past six months. This has necessitated the use of temporary classrooms.

The governing body has responsibility for the adjacent Children's Centre. This was inspected at the same time. A report of the inspectors' findings can be seen on the Ofsted website.

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

Key Findings

- This is a good school. It is improving rapidly. In addition to a good education, pupils receive excellent pastoral care. Outstanding provision for spiritual, moral, social and cultural development has resulted in a school where pupils value and respect faiths, cultures and traditions that are different from their own. Furthermore, the provision enables them to acquire skills that stand them in good stead for the next stage of their education and future employment.
- Pupils' achievement is good. Children enter the school with very low skills and development for their age. They make good progress in all key stages so that by Year 6 they are catching up with national averages. Over the past 18 months, pupils' progress has accelerated. Attainment in writing is now average, though that in reading and mathematics is still a little behind.
- Teaching is good and has a number of outstanding features. High quality professional development has seen significant improvement in the skills of teachers and support staff. As a consequence, gaps in the performance of different groups of pupils are virtually eradicated. Lessons are planned in detail but on occasions, the tasks planned for higher-attaining pupils lack challenge.
- Behaviour is good and pupils have an extensive understanding of keeping safe. Pupils are keen to learn, but they are not always clear about how to improve their work. Attendance is improving because of the actions of the school, but despite this, continues to be affected by families taking extended holidays in term time.
- Leadership and management are good. Under the inspirational leadership of the headteacher, the school has made remarkable improvement over the past two years. The school's work with parents and carers is exceptional and contributes considerably to pupils' learning. Through its aim of providing 'an inspirational voyage of discovery' the aspirations of pupils, families and staff have changed.

What does the school need to do to improve further?

- Raise attainment in reading and mathematics by:
 - ensuring that the tasks provided for higher-attaining pupils are challenging from the start
 - reducing the absence of the few pupils who take holidays in term time.
- Make sure that pupils fully understand how to improve and build on their learning by ensuring:
 - that the marking of pupils' work consistently provides targets for improvement, and that these are followed up
 - that pupils understand what they need to do to get to the next National Curriculum level in reading and mathematics especially.

Main Report

Achievement of pupils

Inspection findings endorse the views of parents and carers that their child is making good progress. Most children entering the school have limited social skills, very little communication, and little knowledge and understanding of the world about them. Through good provision children make good progress in the Early Years Foundation Stage which continues through school. By the end of Year 6, attainment is below average, but this is skewed by the very high proportion who joins the school late in their primary school career. For example, of the 2011 group of Year 6, five of the 23 pupils joined the school in Year 6, and almost half during Key Stage 2.

Pupils are eager to learn, listen intently to their teachers and settle quickly to tasks. Very good provision for speaking and listening has resulted in attainment in writing going from strength to strength. Pupils make good progress in reading, so by the end of Year 2, reading is broadly average with pupils reading simple texts and acquiring strategies to make sense of new words. Pupils at Key Stage 2 continue to make rapid progress because of the range of effective initiatives that have been put into place. However, attainment by Year 6 is marginally below average. This is due in part to the late arrival of pupils with low attainment in reading who, although making good progress, do not fully catch up. Additionally, higher-attaining pupils do not progress as well as others because texts are not always sufficiently challenging; they have not acquired skills such as 'skimming and scanning' to glean information and they are uncertain about elements of non-fiction texts. As a consequence of exciting, lively activities and practical tasks, pupils are making great strides in mental mathematics and problem-solving. Attainment in mathematics is rising, but again, higher-attaining pupils are not always stretched.

Through targeted work with specific groups of pupils, the attainment of all capabilities is improving. For example, the gap between pupils who take free school meals and other pupils has been eliminated. Additional support for Key Stage 2 girls has seen their performance in mathematics closer to that of the boys. Similarly, the gap in attainment between pupils of Pakistani heritage and other groups has closed.

Through very good provision disabled pupils and those who have special educational needs make far greater progress than would be expected. Pupils who have a gift or talent are helped to blossom through, for example, entering and succeeding in prestigious competitions for writing and the arts, sporting events, and playing in concerts at a concert hall in the city.

Quality of teaching

Inspection findings endorse parents' and carers' views that teaching is good. Furthermore, there are a number of outstanding features, particularly in the pace at which lessons are conducted, the team work between teachers and support assistants, and the imaginative activities provided. Classrooms displays are colourful. They inspire pupils to learn, as well as providing very good support for progress in numeracy and literacy. Teachers plan their lessons in detail, providing different activities for pupils of differing abilities, but these are not always sufficiently challenging for higher-attaining pupils. In mathematics, for example, tasks are sometimes more of the same activity, or working with larger numbers, rather than providing extra challenge from the start.

Teachers now have an accurate understanding of pupils' attainment and progress. Pupils' books for literacy and numeracy prominently display the National Curriculum level each is working at as well as an end-of-year target. Although pupils have writing targets, some are unsure of how to attain the next level in reading and in mathematics. Teachers mark pupils' written work regularly, but do not always give pointers as to how the work might be improved, nor do they always check that any suggestions have been followed through. Teachers have a very good understanding of the subjects they teach and use a range of teaching styles to match the needs of their pupils. Teaching by specialists in music and physical education results in very good achievement in these subjects, as well as promoting pupils' personal development. Through classroom routines and careful planning, teachers promote pupils' spiritual, moral, social and cultural development very well. They are imaginative in delivering the curriculum and in ensuring that topics celebrate the cultural diversity of the school's population, as well as extending literacy and numeracy. For example, pupils studying the topic 'tomb raiders' had huge fun outdoors as they used their mathematical knowledge to design and make a 'shadouf', then carefully recorded their methods, ensuring that they followed the steps for writing instructions. Teachers make every effort to reflect real life in the lessons they plan in order to make them meaningful. This was the case when pupils in Year 6 researched the internet and used bus timetables to organise the transport for their forthcoming visit to the theatre.

Behaviour and safety of pupils

Parents, carers and pupils agree that behaviour is good. Typically, the behaviour of the large majority is outstanding. Excellent work by the inclusion manager as well as systems within each class has seen vast improvement in the attitude and behaviour of pupils with emotional and behavioural needs, with the result that there have been no exclusions this year. Instances of bullying, such as name-calling, are very rare and pupils say when they do occur, they are dealt with quickly. Pupils are courteous, self-disciplined and respectful. In lessons, they are keen to demonstrate their

knowledge and eager to take part in all the school has to offer. This is seen in the huge increase in participation in after-school clubs.

Pupils take safety very seriously. Members of the school council 'health and safety' and 'risks' committees work closely alongside the headteacher and site manager as they conduct regular checks for potential hazards around the school. Pupils are knowledgeable and give great consideration to possible dangers when, for example, working with teachers to consider the risks presented prior to their visits out of school. Equally, pupils in Key Stage 1 were keen to show their knowledge of e-safety as they took part in an assembly for their parents and carers on National Internet Safety Day.

Leadership and management

Leaders are clear and determined in their pursuit of excellence and have the skill and enthusiasm to achieve it. Through innovative ideas, and carefully targeted professional development, leaders have enhanced what is taught and how it is taught. Robust systems track pupils' progress and are used effectively to identify and provide for pupils who need additional support, or for those who have a gift or talent. Leaders have an excellent understanding of the school's strengths and weaknesses.

Governance is good. Although a number of members are new to the governing body, they have a good understanding of their role, and are not afraid to question, for example the attainment in mathematics. They have made some very good appointments, which are raising the quality of teaching and pupils' progress. Good procedures are in place to ensure that all adults have an in-depth understanding of safeguarding pupils, and arrangements meet government requirements. Valuable links with a wide range of health and other professionals ensure the well-being of all pupils.

The curriculum is good. Suitable time is given to key subjects, and small-group and individual work are used effectively to raise the attainment of pupils who learn more slowly. Pupils are thrilled to be involved in choosing the termly themes, saying it makes them want to work harder. In addition to contributing to raised attainment in mathematics, initiatives such as 'U4C' contribute significantly to pupils' personal development through working as a member of a team to solve problems. The provision for pupils' spiritual, moral, social and cultural development is outstanding and strengthens the work of the school. Projects with the community, drama workshops, and participation in Forest Schools, a project designed to develop working in the outdoors, contribute to community cohesion and racial harmony. The style of teaching is usually inclusive to give most pupils equality of opportunity, although the school recognises that more-able pupils are not fully challenged in some lessons. Any form of discrimination is not tolerated.

A tremendous amount has been achieved in the past two years. Improved teaching and an imaginative curriculum are raising attainment and accelerating progress. A wide variety of workshops have been provided for parents and carers, as well as courses to enable them to gain qualifications in literacy and language. These are enabling parents and carers to make a much greater contribution to their child's

learning. Parents and carers say they feel very comfortable in school with dozens arriving to watch assemblies or take part in, for example, the multi-faith days. The headteacher and governors work closely with the Children's Centre manager to ensure that families are aware of all the services that are available. The vision and knowledge of the leadership team, coupled with the enthusiasm of the staff gives the school good capacity to continue to improve.

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.



9 February 2012

Dear Pupils

Inspection of Fagley Primary School, Bradford, BD2 3PU

Firstly, may I say what an enjoyable time my colleague and I had when we visited your school. Thank you for talking to us and making us feel so welcome. We especially enjoyed seeing you and your families in assembly, and hearing all about the work of the school council committees. You have certainly been very busy. It was clear from our chats and the questionnaire replies we received from you, and your parents and carers, that you enjoy school, and think that you are safe and well cared for.

Your leaders are moving your school forward at a fast pace. Your school now provides you with a good education. As the result of much improved teaching and a well thought through curriculum, your achievement is good. The provision for your spiritual, moral social and cultural development is excellent. You have a positive attitude to everything the school offers and make a valuable contribution to the school, local and wider community.

Here are some areas we have asked your leaders to consider to make your school better.

- In Key Stage 2, you are doing particularly well in writing; now all of you need to reach the same standards in reading and mathematics.
- You know your National Curriculum levels, we want to make sure that you all understand what you need to do to get to the next level.

We know you will do all you can to help your teachers and we wish you every success in your future.

Yours sincerely,

Katharine Halifax
Lead inspector

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