

Knowleswood Primary School

Inspection report

Unique Reference Number	132183
Local Authority	Bradford
Inspection number	341302
Inspection dates	14–15 October 2010
Reporting inspector	Eithne Proffitt

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	360
Appropriate authority	The governing body
Chair	Mr T Cairns
Headteacher	Mr J McGowan
Date of previous school inspection	7 June 2007
School address	Knowles Lane Holmewood, Bradford West Yorkshire BD4 9AE
Telephone number	01274 778177
Fax number	01274 778255
Email address	linda@knowleswood.bradford.sch.uk

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Royal Exchange Buildings
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Manchester
M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, observing 12 teachers. Meetings were held with the leadership teams, members of the governing body, staff, pupils, parents and carers and a representative of the local authority. Inspectors observed the school's work and looked at documentation including: the school's monitoring and improvement planning; a wide range of school policies; safeguarding procedures; records of all pupils' progress including individual education plans for those with special educational needs and/or disabilities; and the school's self-evaluation procedures. Inspectors also took account of responses to questionnaires returned by 43 parents and carers, 135 pupils and 23 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The current learning and progress of pupils, particularly in English and especially in writing, to see if pupils are sufficiently challenged in their learning in these areas.
- The success of initiatives put in place to raise attainment.
- The school's actions to ensure that specific groups of pupils make at least the progress expected of them.
- The extent of pupils' awareness of our culturally diverse society and the school's strategies to help prepare them for life beyond the local community.
- The extent to which leaders and managers at all levels contribute to the overall effectiveness of the school.

Information about the school

This is a larger-than-average primary school. The majority of pupils are of White British heritage. A very small number of pupils are from minority ethnic groups but none of these are at an early stage of learning to speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much higher than usually found nationally and the number of pupils with special educational needs and/or disabilities is also above average. The number of pupils who join and leave the school throughout the year is significantly higher than that in most schools. The school has achieved Healthy Schools status. There is a Children's Centre on site which is not managed by the governing body. It will be subject to a separate inspection, the report for which will be available 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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Knowleswood Primary School provides a satisfactory standard of education for its pupils. Pupils, parents, carers and staff are virtually unanimous in expressing their positive views about the school's family atmosphere. All value the high levels of consideration, care and support provided and its pivotal role at the very heart of the local community. Pupils really enjoy their time in school and appreciate all that the school does for them. Most pupils come to school regularly and on time. However, a small minority of pupils is persistently absent. The school works as closely as possible with the families of pupils who are persistently absent, supporting them through a range of sometimes difficult and challenging circumstances. This has begun to have some impact in reducing the rate of persistent absenteeism although it remains high.

As a result overall attendance is low, although the school's efforts mean that, for the large majority of pupils, it is showing strong signs of improvement.

Pupils particularly take delight in the opportunities provided for them to take on responsibilities such as applying to join the successful 'buddy' group that has earned pupils the prestigious local authority Young Citizens of the Year award.

Achievement is satisfactory. Pupils make good progress overall during their time in the school, from well below-average starting points in Nursery. While attainment at the end of Year 6 is low, there is clear evidence that it is improving strongly in mathematics and reading, resulting in more pupils now reaching expected levels in these subjects by the end of Year 6. However, attainment in writing remains low. Most pupils make good progress in lessons but the more-able pupils do not always achieve as well as they should.

Teachers plan a good range of activities that enliven lessons and motivate pupils to learn. Occasionally, teachers miss opportunities to pick up on how well pupils are performing in individual lessons, to then alter their teaching to better address specific needs and to ultimately move all pupils' learning forward. This particularly impacts upon the achievement of the more-able pupils. Pupils with special educational needs and/or disabilities and other vulnerable pupils make good progress in lessons. This is because the leadership of this aspect of the school's work rigorously ensures that planned activities consistently aid pupils in acquiring essential literacy, numeracy and information and communication technology skills.

The school has satisfactory capacity for further improvement. The leadership team's recent expansion to include the assessment, mathematics and English coordinators has strengthened the school's focus on raising achievement and attainment. Self-evaluation is generally accurate and positive action is now being taken to address identified areas of weakness. The collaborative approach adopted by school leadership has brought about some recent improvements in school assessment procedures and in the teaching and

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progress of pupils in mathematics and reading. However, it has not yet had similar impact on pupils' attainment in writing or on the overall achievement of the more-able pupils.

What does the school need to do to improve further?

- Raise pupils' attainment and further accelerate their progress, particularly in writing and for the more-able pupils in some lessons, by:
 - consistently planning activities and experiences that will challenge pupils, particularly the more able, to achieve as well as they should
 - providing pupils with sufficient opportunities to extend their writing skills through work in English and other subjects
 - capitalising on learning opportunities in lessons to assess pupils as they learn, adapting teaching to meet individual needs and maximising opportunities to move pupils' learning forward.
- Raise attendance by exploring further ways to work with the families and pupils of the small minority who are persistently absent.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

'The good thing about this school is the way teachers try to make our lessons interesting and we get to learn new things.' This comment reflects the pupils' positive attitudes that are evident throughout the school. Pupils generally make good progress in lessons. Aided by skilled teaching assistants delivering intervention programmes and classroom support, pupils with special educational needs and/or disabilities and other vulnerable pupils make good progress in their learning.

Pupils respond well to the tasks set, showing good levels of engagement and sustained concentration and enjoyment. This is particularly evident in lessons where teachers set work that challenges the more-able pupils to elaborate on their thinking, extend their skills and work independently. However, this level of challenge for the more-able pupils is not evident in all lessons. Attainment at Key Stage 1 has risen over the past four years although it still remains low.

Pupils feel safe and secure in school and have a good understanding of safety issues, including cautious use of the internet. They talk knowledgeably about the benefits of healthy food and exercise and the dangers of smoking, alcohol and drug misuse. Pupils appreciate the wide range of physical activity opportunities provided, including the well-subscribed after school clubs. Behaviour is good and the few pupils who find it difficult to manage their own behaviour are given good support so that it does not cause disruption to other pupils' learning. This is effectively supported by the work of the playground 'buddies' who have been recognised and rewarded for ensuring that all pupils feel safe when out of the classrooms. The school aims to raise pupils' aspirations of what they are capable of achieving in their lives and there are strengths in the pupils' confident use of information and communication technology. Their improving basic skills, together with strongly improving attendance for the majority of pupils, prepare them satisfactorily for

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the next stage in their school life. Pupils show respect for each other's ideas and experiences, apply their understanding of right and wrong in their own behaviour and, from the youngest age, cooperate well with one another in learning. Pupils understand some elements of their own heritages but are less aware of the cultural diversity of communities beyond their immediate neighbourhood.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Recent improvements to teaching have resulted in pupils making quicker progress in mathematics and reading at both key stages. Relationships in lessons are good and encourage good learning habits. There is an atmosphere of keenness as pupils clearly want to do well for their teachers. In the best lessons, teaching is designed to capitalise on that enthusiasm through providing exciting, stimulating learning opportunities, incorporating the interactive use of modern technology. Teachers question pupils effectively, often combining sensitivity and challenge, so that pupils' confidence is boosted as they respond to skilful prompts to improve their answers. Occasionally, where teaching is less effective, more-able pupils, in particular, are often seen to be practising rather than extending key skills, with limited opportunities provided for these and others to produce longer pieces of written work.

In the more effective lessons, teachers are able to pick up on how their pupils are learning, capitalise on any errors or misconceptions, quickly assess what they need to do

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next and create teaching points that can move all the pupils' learning forward. In these focused sessions the pace of learning and progress is markedly increased. However, opportunities for teachers to assess what and how pupils are learning during lessons are not always exploited. As a result the pace of learning slackens because activities are not sufficiently challenging, especially for the more-able pupils.

The curriculum effectively covers all required elements and provides pupils with an increasing range of real and relevant experiences to successfully promote their personal development. It is particularly successful in helping pupils to become effective members of their community, in respecting themselves and others and in developing skills that equip them to use their leisure time productively. It is less successful, however, in ensuring that the more-able pupils achieve as well as they can or that all pupils become successful at writing. Work in lessons is enhanced through an increasing range of educational visits and visitors and extra-curricular clubs and pursuits. Pupils speak very positively about these activities that are having an obvious positive impact on their learning and enjoyment.

This is a caring school where pupils feel happy, well looked after and express high levels of trust in adults and each other. They know there is always someone to whom they can take their worries and, importantly, are confident that the support systems really work. 'They're good at sorting real problems.' was a typical pupil comment. These features make a real contribution to the personal qualities that many pupils show in their work and play around the school. Induction procedures for pupils starting this school for the first time, at whatever age, are strong and supportive of both pupils and parents and carers. The older pupils look forward with confidence to their transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the last inspection the headteacher has broadened and strengthened the leadership team through the development of the skills of middle managers. There is an evident sense of teamwork and a shared vision for improved pupil outcomes. Although relatively new to post, the leaders for assessment, mathematics and literacy have worked diligently to try to break the cycle of low attainment. Tracking individual pupils, discussing and monitoring their progress and targeting towards closing the gaps in their performance have been key strategies. The school has also placed considerable focus on maintaining a stable staffing profile and on improving teaching and pupils' progress in lessons. This focused leadership has reaped some early benefits. Improved teaching and gains in pupils' progress in lessons have supported some improvement towards reaching expected levels in

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mathematics and reading, particularly in Key Stage 1. However, this has not yet had significant impact on attainment in writing or on the achievement of the more-able pupils.

The governing body is supportive and challenging in equal measure and has a satisfactory understanding of the school's strengths and areas requiring improvement. Its members are aware of the need to monitor and evaluate their own effectiveness in order to better help shape the school's direction and to drive improvement. Safeguarding is satisfactory. Statutory requirements are met, risk assessments are in place and child protection procedures are satisfactory. The school works well with external partners and parents and carers to promote pupils' well-being and to raise their confidence and self-esteem. The hard work and dedication of the Parental Involvement Worker is central to this success. Promotion of equality of opportunity is satisfactory. Although pupils' progress is improving, the more-able pupils, in particular, are not always provided with sufficient challenge to reach their potential. Leaders have successfully ensured that all pupils, regardless of their background, feel valued and free from discrimination. These successes have helped to make the school a cohesive community that has a very good reputation in the local area. Action has been taken to establish very productive links with groups in the local community. Links beyond the local community are at an early stage of development but the school has appropriate plans in place to extend its reach to national and global communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children start Nursery with levels of skills and knowledge well below those expected for their age. Good links with parents, valuable input from the children's centre and improved observation skills are helping staff to build up a clearer picture of children's exact starting points. Despite the considerable challenges many of the children face, they make

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satisfactory progress overall from their low starting points. In some cases they make good progress in areas such as their personal and language development. However, when they move to Year 1, a considerable number of children have not yet attained the expected age-related skills in all the areas of learning.

Children are keen and excited learners. Their planned curriculum covers all the required areas of learning, providing them with structured activities that satisfactorily meet their learning needs. There are well-established routines to promote their personal and social development, such as tidying up, hand washing and teeth brushing. There is a good balance between activities chosen by children and those led by adults. Nursery children particularly benefit from the very close links with the on-site children's centre. Parent and child groups take place there and a language support worker is seconded one day a week to assess and provide essential early language skills for targeted children. Adults work well together as a team and regularly assess what the children know, understand and can do. However, recent assessments have been over-optimistic and have not given an accurate picture of children's actual achievements. The leader of the Early Years Foundation Stage has an accurate view of how improvements can be made and demonstrates satisfactory capacity to tackle these effectively. Plans have been introduced to ensure that methods used to observe and track children's progress are consistent, that they reflect outcomes accurately and that the provision is then adapted to move the children's learning forward at a more rapid pace. This practice is now established within the Early Years Foundation Stage but it is too early to judge the impact of these changes on improved outcomes for children by the end of Reception.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The return rate for the parents' and carers' questionnaire was well below the average for primary schools. The vast majority of those who replied were positive in their views about the quality of provision and learning outcomes for their children. Most agree that their children enjoy school, that the school keeps their children safe and they are content with the education and care their children receive. Inspection evidence confirms the positive responses which most parents and carers submitted about all aspects of the school's work. However, a very small number of parents and carers feel that unacceptable behaviour is not dealt with effectively. Behaviour observed in lessons, in the dining hall and on the playground was consistently good during the inspection and the majority of pupils support the view that any incident of unacceptable behaviour is dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Knowleswood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	49	22	51	0	0	0	0
The school keeps my child safe	25	58	18	42	0	0	0	0
My school informs me about my child's progress	14	33	26	60	2	5	0	0
My child is making enough progress at this school	16	37	26	60	1	2	0	0
The teaching is good at this school	18	42	25	58	0	0	0	0
The school helps me to support my child's learning	18	42	22	51	2	5	0	0
The school helps my child to have a healthy lifestyle	22	51	21	49	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	12	28	27	63	0	0	0	0
The school meets my child's particular needs	15	35	26	60	2	5	0	0
The school deals effectively with unacceptable behaviour	18	42	18	42	5	12	0	0
The school takes account of my suggestions and concerns	17	40	23	53	3	7	0	0
The school is led and managed effectively	20	47	23	53	0	0	0	0
Overall, I am happy with my child's experience at this school	25	58	18	42	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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 October 2010

Dear Pupils

Inspection of Knowleswood Primary School, Bradford BD4 9AE

Thank you all for the very warm welcome you gave us when we visited your school. We really enjoyed meeting you and are very grateful to all of you who spoke to us - we know you are proud to be part of Knowleswood Primary School. Your school is currently providing you with a satisfactory education. This means that there are some things that your school does well and others that need some improvement.

We found that your school has some important strengths. You are very polite, friendly and obviously enjoy coming to school. It is good to know you are very happy with the way all the adults look after you, care for you and help you to keep healthy and feel so safe in school. We were really impressed to see how much you respect and care for each other: you behave very well indeed and you are so polite and welcoming to visitors. You work very hard in lessons, especially when the teachers give you activities to really make you think. All the adults who work with your headteacher are determined to make sure your school keeps getting better and better.

To help your school to improve even further, we have asked your headteacher, teachers and governors to do the following.

- Make sure that you make better progress in your writing by encouraging you to write for fun and enjoyment in many different ways in many different subjects.
- Make sure that you make at least good progress in all your lessons by encouraging your teachers to think about how you are learning and to point you in the right direction to make that learning even better.
- Give those of you who find learning a little easier, lots of challenging activities to really test your thinking and to improve how well you do in assessments and tests.
- Improve the attendance of the few pupils who do not attend regularly enough.

You too can help your school by continuing to be the best that you can be!

Thank you once again for being so kind and friendly – we really enjoyed seeing you at work and play.

Yours sincerely

Eithne Proffitt
Lead inspector

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