

Laycock Primary School

Inspection report

Unique Reference Number	107263
Local Authority	Bradford
Inspection number	356121
Inspection dates	2–3 March 2011
Reporting inspector	Tony Painter

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	76
Appropriate authority	The governing body
Chair	Mrs Jackie Laybourn
Headteacher	Mrs Lena Proctor
Date of previous school inspection	10 July 2008
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Introduction

This inspection was carried out by two additional inspectors. They visited eight lessons taught by all the teachers currently in the school. The inspectors held meetings with groups of pupils, staff and members of the governing body. They observed the school's work and looked at a range of documentation including school development plans, teachers' lesson plans, assessment records and tracking evidence. Responses from staff and pupils' questionnaires were scrutinised as well as 22 questionnaires returned by parents and carers.

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

- Whether significant variations in pupils' progress still exist through the school.
- To what extent the school's actions and interventions are helping pupils with special educational needs and/or disabilities to improve.
- Whether recent school actions have halted the declining attendance trend.
- How far new strategies are broadening the curriculum.

Information about the school

This is a much smaller than the average sized primary school. Most pupils are from White British backgrounds. Very few pupils are from minority ethnic groups or speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. Around 25% of the pupils have special educational needs and/or disabilities, which is above average; the proportion of pupils with a statement of special educational needs is average. Over recent years the proportion of pupils leaving and joining the school during the year has been much higher than average and there have been significant staff changes. The school has Healthy Schools status.

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

This is a satisfactory school. Lesson observations and accurate pupils' assessment data show standards are rising. Pupils throughout the school are all now making at least satisfactory progress and are on track to achieve their appropriately challenging targets. This is successfully redressing the weaknesses identified in the previous report and overall attainment by the end of Year 6 is now broadly average. Pupils' achievement is at least satisfactory although some older pupils are still catching up from past underachievement.

Most aspects of the school's work show evidence of recent improvement but much has not been fully consolidated. For example, although some good teaching results in effective learning, inconsistencies remain in other lessons and the overall impact of teaching is satisfactory. The school's improved assessment system is giving teachers an accurate picture of how pupils are doing and some teaching makes effective use of this data to tailor activities to the learning needs of pupils of different abilities. However, teaching in satisfactory lessons sometimes makes insufficient use of this information to ensure good progress or to push the pace of learning. The curriculum has been successfully improved to a good level, particularly in capturing pupils' interests through cross-curricular learning. However, teachers do not always ensure these lessons have the same levels of challenge that are found in the best lessons.

The school has strengths in its effective systems to provide pupils with good care, guidance and support. All pupils are well known as individuals and there is a positive ethos of care that supports them well. Pupils behave well and they say they are confident that all members of the staff will support them should they have concerns. The school's recent effective action to remedy declining attendance exemplifies its good systems for care, guidance and support. The rate of attendance has risen sharply although it still remains low and over time has restricted the progress of many pupils.

The school's leaders and the governing body have taken effective action to raise standards and address issues raised in the last report. Senior leaders' self-evaluation is secure; they know the school's strengths and have accurately identified the correct areas for development. They are rigorously tackling all areas requiring improvement and are well supported by staff, the governing body, parents and carers. The scale of improvements already made provide ample evidence of a satisfactory capacity to improve. The governing body is now taking particularly effective action to lead developments, for example, in promoting community cohesion. The school's development planning is detailed but success criteria and targets are not always stated sufficiently sharply to aid evaluation of outcomes and to ensure the success of improvements.

Up to 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.

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What does the school need to do to improve further?

- Take further steps to raise the levels of pupils' attendance.
- Raise the quality of teaching to that of the best by:
 - – sharing the best practice that is currently within the school
 - – using assessment information to plan tasks in all subjects that ensure good challenge to pupils of different ability levels.
- Improve the effectiveness of planning by:
 - – ensuring planning includes clearly stated success criteria and targets
 - – monitoring and evaluating all outcomes precisely against such criteria and targets.

Outcomes for individuals and groups of pupils

3

Pupils' progress is satisfactory but there is evidence that it is accelerating as a result of concerted efforts to tackle past underachievement and raise attainment. The school's accurate assessment data shows that most pupils are now on track to reach their targets. However, progress through the school has not been uniform and some relative weaknesses in pupils' attainment remain that the school is continuing to remedy. The overall progress of pupils with special educational needs and/or disabilities throughout the school is also satisfactory, in line with that made by the other pupils. Teachers make sure that these pupils do not fall behind and have good systems to identify those who need extra help and to address any concerns. As a result, most pupils make good gains in their confidence and personal development and many of the identified pupils make good progress in the lessons containing well-targeted intervention groups.

Children start school with a range of past experiences and overall skills that are below those expected for their age. Pupils are on track to leave school at the end of Year 6 with broadly average attainment. This represents an improvement on recent years and satisfactory achievement. New strategies, such as those promoting pupils' speaking and listening skills, frequently have a positive impact on pupils' learning in lessons. Pupils show greater confidence and are articulating their thoughts with greater clarity. Thematically based work captures pupils' interests and they show good levels of enjoyment in these lessons.

Pupils have positive attitudes to learning and increasingly recognise how well they are doing and how they can improve their work. They say they feel safe in school and know who they would turn to in the event of any concerns. They willingly take part in the growing numbers of ways to take responsibilities, such as serving on the school council. The school's strategies for improving behaviour are proving effective. Behaviour is good and pupils fully understand the consequences of their actions.

Over recent years, levels of attendance have declined to low levels. Many families live some distance from the school and a number of pupils have medical concerns that frequently keep them away from school. However, recent action taken by the school has had a positive impact, with a sharp increase in attendance among the targeted families, despite periods of inclement weather conditions and recurring sicknesses in the school. However, the overall rate of attendance remains too low and this is a restricting factor in the progress of some pupils.

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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	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
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	3

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?

The overall quality of teaching is satisfactory. Teachers' relationships with pupils and their organisation of lessons are frequently good and reflect the school's concerted moves to improve the quality of teaching. Planning is appropriately detailed and teachers make good use of a wide range of resources. The school's marking and assessment systems are used successfully in most lessons to help pupils to recognise how well they are doing and how to improve.

Teachers use assessments well to build up an accurate picture of how well each pupil is doing. The information is frequently used well to group pupils within their classes, for example, in creating effective sets for teaching Key Stage 2 pupils in English and mathematics. In the best lessons, teachers carefully consider the learning needs of pupils of different ability and provide a range of activities that give appropriately challenge all pupils. Where teaching remains only satisfactory, teachers make less effective use of this information and do not ensure activities are sufficiently matched to ensure good progress. Many intervention groups are carefully and successfully targeted to support pupils with special educational needs and/or disabilities whose progress needs to be accelerated.

The good curriculum makes very effective use of strong partnerships to give pupils opportunities that this small school might otherwise find difficult to provide. Thematic approaches, for example, when studying the Vikings, are helping pupils to make good

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links between learning in different subjects. They successfully capture pupils' imaginations, bringing excitement and activities, such as role play into the curriculum. These are extending and promoting pupils' learning well. Pupils enjoy extra-curricular clubs and activities and there is a good take-up of what is on offer.

The school provides good care, guidance and support for pupils. The learning mentor and the parent involvement worker have established a very positive ethos and strong relationships at all levels. These ensure potentially vulnerable pupils and their families have great confidence in the school's ability to support them. This approach contributes well to pupils' confidence, personal development and sense of well-being. Actions are very closely tracked and the support provided to individual pupils and their families is frequently very effective. Much support is undertaken through well-established partnerships with outside agencies.

These are the grades for the quality of provision

The quality of teaching	3
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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school's leaders have taken some effective action in response to the issues raised in the previous report. Senior leaders work together well and have established a clear vision for the school's continued improvement. They have shared this well and increasingly staff are playing a good role in bringing about improvements. There are secure systems for monitoring teaching and pupils' progress. Regular pupils' progress meetings, for example, give good opportunities to identify any possible areas where additional support is required. Development planning is, therefore, based on accurate self-evaluation and identifies the right priorities to take the school forward. Action taken so far is showing success; standards through the school are rising and the recent action to raise attendance has had a significant impact. Planning identifies broadly challenging success criteria and targets that focus on outcomes. However, some criteria and targets are not identified with the degree of clarity required to facilitate the continuous driving of improvements.

Safeguarding arrangements are good with well-planned and implemented systems to ensure the safety of pupils and staff. The governing body ensures all statutory requirements are fully met. The school soundly promotes the equality of opportunity. The governing body is increasingly holding the school to account and has been closely involved in identifying changes, monitoring and challenging the school. It is now extending its strategic role to provide significant leadership in the school's promotion of community cohesion. Although early work has been effective, it is too soon to see the full impact and currently the school's promotion of community cohesion is only satisfactory. However, the school is a clearly cohesive community which has good partnerships with parents and

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carers, particularly through the effective work of welfare staff and good links with outside agencies.

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	2
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	2
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

Provision is satisfactory. Children enter school with skills that are overall below those expected for their age and they all make at least satisfactory progress. A wide range of activities cover all areas of learning and the school makes appropriate provision for outside play despite the restrictions of the available space. Staff work together well and some activities include effective questioning that helps extend children's learning well. New approaches to developing language are having a very positive impact on children's skills in reading, writing, speech and language.

Children's welfare and safety are secure and there is effective work to involve parents and carers in their children's development. Arrangements for children to join the school are positive. Records of children's progress are systematically taken and used in detailed planning. The effectiveness of good relationships and clear routines are seen in the good progress children have made in their personal and social development. They settle quickly, listen carefully, behave well and are keen to learn. Many are ready to develop greater self-reliance but there are too few activities that encourage and promote children's independence.

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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 response rate to the inspection questionnaire, at 29%, is around the average found in most primary schools. Most parents and carers who responded expressed very positive views about the school. A few parents and carers felt that the school does not deal effectively with unacceptable behaviour. Inspectors reviewed school policies and actions as well as evaluating the pupils' behaviour and incidences of unacceptable behaviour. Their findings are included within this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Laycock 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 inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	41	11	50	2	9	0	0
The school keeps my child safe	8	36	14	64	0	0	0	0
My school informs me about my child's progress	8	36	14	64	0	0	0	0
My child is making enough progress at this school	9	41	13	59	0	0	0	0
The teaching is good at this school	11	50	11	50	0	0	0	0
The school helps me to support my child's learning	9	41	13	59	0	0	0	0
The school helps my child to have a healthy lifestyle	11	50	11	50	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)	8	36	13	59	0	0	0	0
The school meets my child's particular needs	8	36	13	59	1	5	0	0
The school deals effectively with unacceptable behaviour	5	23	12	55	5	23	0	0
The school takes account of my suggestions and concerns	8	36	12	55	1	5	0	0
The school is led and managed effectively	7	32	14	64	1	5	0	0
Overall, I am happy with my child's experience at this school	10	45	11	50	1	5	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 March 2011

Dear Pupils

Inspection of Laycock Primary School, Keighley, BD22 0PP

Thank you all for making the inspectors so welcome when we came to inspect your school and a special 'thank you' goes to those who gave up time to talk to us about your work and activities. You told us that you enjoy lessons and that everyone gets on well together and we agree. You try to stay safe and healthy, you work hard and you are beginning to understand how you can improve your own work.

Your school is satisfactory and all the staff are good at making sure that you are cared for well. Teachers are helping you to make better progress. We saw you are keen to learn and you all make satisfactory progress but we think you could do even better.

One thing that is not so good is that too many of you have too much time off. We do understand that sometimes you are poorly and can not attend. However, to make all the progress you are capable of making you need to come to school as much as possible. We have asked the school to take steps to make sure that your parents and carers get you all to attend regularly.

We have also asked your school leaders to make sure that all lessons help you to learn quickly and that they are as good as the best in the school, with activities that challenge each of you, whether you find it easy or hard to learn. We have also asked the school to set clear targets for itself to check how well it is doing.

Yours sincerely

Tony Painter

Lead inspector

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