

Worth Valley Primary School

Inspection report

Unique Reference Number	132220
Local Authority	Bradford
Inspection number	360406
Inspection dates	25–26 January 2011
Reporting inspector	Christine Millett

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	204
Appropriate authority	The governing body
Chair	Mr Michael Scarborough
Headteacher	Ms C Edge
Date of previous school inspection	26 November 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 12 lessons or parts of lessons taught by nine different teachers, spent time in the Early Years Foundation Stage and looked at pupils' work. Discussions took place with governors, staff and groups of pupils. Inspectors looked at documents, including policies relating to safeguarding, the school's development plan and self-evaluation records, minutes of governing body meetings and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 75 parents and carers.

- How successfully the needs of higher-attaining pupils are being met.
- The opportunities pupils have for independent learning.
- If there are any differences in attainment between boys and girls.
- How pupils' work is moderated to ensure accurate assessments are taking place.

Information about the school

Worth Valley is a smaller than average-sized primary school. Most pupils are of White British heritage. A small percentage is from other minority ethnic groups. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is currently average. The proportion of pupils known to be eligible for free school meals is above average. The school has received Healthy School status. A new headteacher was appointed in September 2010.

The school provides breakfast- and after-school clubs for its pupils. A privately-managed playgroup makes use of the school's facilities and did not form part of this inspection.

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

Worth Valley provides its pupils with a satisfactory standard of education. Pupils are proud of their school, behave well and show positive attitudes towards their learning. Pupils of all ages have a good understanding of the importance of healthy eating and regular exercise. Provision in the Early Years Foundation Stage is good. Effective partnerships with parents and carers and external agencies along with robust safeguarding arrangements contribute to the good quality care, guidance and support. Pupils' spiritual, moral, social and cultural development is good. They have a marked sense of right and wrong and enjoy the different cultural experiences the school provides.

Children get off to a good start in the Early Years Foundation Stage. During their time in school all groups of pupils make satisfactory progress. Pupils with special educational needs and/or disabilities make similar levels of progress as their peers. Attainment by the end of Key Stage 2 is average but showing signs of improvement.

The quality of teaching is satisfactory and is sometimes better. The school is working to improve the quality of teaching to match best practice. Occasionally, teachers' expectations are not high enough and tasks do not always match pupils' needs, particularly those of the higher attainers. Meaningful assessment and the introduction of the cross-phase moderation of pupils' work show that there is a whole-school approach to the tracking of pupil progress. However, the impact of this is yet to be seen. The marking of pupils' work is carried out regularly. Variations in the quality of marking mean that sometimes pupils are given insufficient guidance as to how to improve their work. The curriculum includes satisfactory links between subjects but opportunities for the use of information and communication technology (ICT) as an aid to independent learning within classrooms are limited.

The commitment of senior leaders and the governing body are central to the school's ambition for further improvement. Accurate self-evaluation, improving levels of attainment and sharply focused plans for future improvement, confirm the school has a satisfactory capacity to improve.

Up to 40% of schools whose overall performance 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?

- Raise the quality of teaching to consistently good or better by:
 - sharing the good and outstanding practice that already exists in school
 - ensuring a sharper match of tasks and activities to pupils' different abilities, particularly the higher attainers

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- increasing the pace of introductions to lessons in order to maximise the time spent on independent learning
 - making certain that by the end of the lesson pupils have a clear idea of what they have learned
 - strengthening the use of assessment and target-setting to inform teaching
 - ensuring marking provides pupils with clear guidance about how they can improve their work.
- Strengthen the creative curriculum further by:
- providing extended opportunities across the curriculum for pupils to write at length while exploiting the links between subjects
 - increasing opportunities for pupils to learn by using ICT, including for example, when undertaking independent research.

Outcomes for individuals and groups of pupils**3**

Children enter the Nursery with skills and knowledge below those expected for their age. During their time in the Early Years Foundation Stage they make good progress. Some children start Year 1 having reached the national expectations. All groups of pupils continue to make at least satisfactory progress as they move through Key Stage 1 and Key Stage 2. Pupils with special educational needs and/or disabilities make similar levels of progress as their peers. Lesson content does not always enable higher-attaining pupils to make the expected degree of progress. Classroom observations show that when pupils are fully engaged in lessons and challenged to learn, they make good progress. This is also evident from the work seen in books. Attainment at the end of Year 6 is average and showing signs of improvement. Detailed analysis of assessment data has resulted in attainment profiles which reflect any year-on-year variations, such as the imbalance in attainment between boys and girls, within different cohorts of pupils. This information is now being used to reduce any such disparities.

Pupils say they enjoy school, feel safe and have confidence in adults to sort out any problems. These views are reinforced by the vast majority of parents and carers who responded to the questionnaire. Pupils are friendly and polite and collaborate well with each other and adults. They respond positively to the responsibilities they are given. The school is looking for ways in which to increase their involvement in the life of the school and that of the local community. Pupils have a good understanding of a range of healthy living issues, including how to keep fit. They are encouraged to 'think beyond themselves' and engage enthusiastically in fundraising for a wide range of charities and appeals. Satisfactory basic skills and average attendance ensure pupils are adequately prepared for the future.

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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	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	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	3
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?

Teaching is satisfactory overall and improving strongly. Pupils are attentive in lessons and keen to participate. Teaching and learning are most effective in lessons where the level of challenge is well matched to the needs of all pupils and where pupils have a clear understanding of what they have learned. In the best lessons the pace is brisk and there is an appropriate balance between teacher-talk and independent learning which gives pupils time to complete tasks and consolidate their learning. Pupils respond most positively in lessons where activities capture their interests. Teachers' use of assessment information and target-setting to inform daily lesson planning and guide learning is not yet fully embedded, resulting in variations in rates of progress. Teachers and classroom assistants work well together.

The curriculum meets pupils' needs satisfactorily. It places an appropriate emphasis on basic skills although it provides too few opportunities for writing for different purposes across subjects. Plans for broadening the curriculum through a cross-curricular approach have yet to be consolidated. Interactive whiteboards are used effectively to reinforce learning. However, pupils' use of computers within lessons is limited. Recent developments which take into account the interests of specific groups of pupils, for example, the 'hotshots' scheme for boys, have been successful in making the curriculum more relevant and raising achievement. A variety of activities provides good enrichment opportunities and a diverse range of after-school clubs is available. The breakfast club is

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well-attended. This is a very calm and social occasion where pupils of all ages eat and play together.

Worth Valley is a caring school. Care, guidance and support for pupils' personal and social development are good. Staff work well with outside agencies, families and carers to provide targeted support. Adults know pupils well and respond positively to their individual needs. The very large majority of parents and carers agree that their children are safe and well cared for.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effectiveness of leadership and management in embedding ambition and driving improvement, particularly in teaching and learning, is satisfactory. Under the clear direction of the recently-appointed headteacher, new leadership teams are united in their determination to improve outcomes for pupils and to enhance provision. Systems for analysing pupil performance are in place and beginning to provide a sharp focus on the achievements of different groups of pupils. Effective self-evaluation means there is a clear understanding of specific areas for development and expectations are rising. The sharing of good practice is not yet fully embedded.

The governing body offers a range of skills, and is supportive and committed to bringing about improvement. It is still developing its effectiveness in monitoring and evaluating the work of the school. Safeguarding procedures are good and systems for assessing risks are well developed. Child protection procedures are firmly in place and regularly reviewed.

The school has a good relationship with parents and carers and works hard to involve them in school life. The school has positive links with its local community. Overall, community cohesion is satisfactory and the school is beginning to develop wider partnerships, such as links with other schools in this country. Plans are in place to extend this beyond Great Britain. The talents of all individuals are valued and developed. However, equality of opportunity is satisfactory because, while progress in some classes is good, the progress of some pupils, particularly some of the more able, is not yet good enough across the key stages. The school provides satisfactory value for money.

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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	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 in the Early Years Foundation Stage is good and children thrive in a stimulating environment. Children in the Nursery and Reception classes play happily alongside each other. The youngest children benefit from the positive role models set by those in the Reception class. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure good behaviour. Children start school with skills and knowledge that are below age-related expectations, particularly in communication, language and literacy and personal, social and emotional development. Good teaching and a well-organised curriculum ensure that all children make good progress. On-going assessment ensures that individual children's progress is tracked regularly and well-targeted support is given.

Achievements are recorded as 'learning journeys' which provide parents and carers with an on-going record of their children's development. The bright and attractive learning environment and imaginative activities enable children to have fun while making choices about their learning, such as whether to share in the excitement of blowing bubbles or to experiment with sound using African musical instruments. Learning moves easily between the indoor and outdoor areas giving all children the opportunity to have fun and learn from each other.

Good leadership is focused strongly on continuous improvement. Staff are vigilant and children's welfare has a high priority. The Early Years Foundation Stage is fully incorporated into school life which ensures a smooth transition from Reception into Year 1. Strong links are developed with parents and carers, who are welcome to spend time in the unit at the start of each day.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Of the parents and carers who responded to the questionnaire, the overwhelming majority are happy with the quality of education their children receive and feel that the school keeps their children safe. The very large majority agreed that their children enjoyed school, were happy with the quality of teaching and that their children were being well prepared for the future. Parents and carers also believed that they were kept informed about progress being made. A very small minority had concerns about the way in which unacceptable behaviour was dealt with. During their time in school inspectors found behaviour to be good. Staff are happy to meet with parents and carers to discuss any such matters. A very small number raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Worth Valley 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 75 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	45	38	51	3	4	0	0
The school keeps my child safe	47	63	27	36	1	1	0	0
My school informs me about my child's progress	32	43	35	47	7	9	0	0
My child is making enough progress at this school	30	40	39	52	5	7	0	0
The teaching is good at this school	34	45	39	52	2	3	0	0
The school helps me to support my child's learning	26	35	43	57	2	3	3	4
The school helps my child to have a healthy lifestyle	24	32	44	59	5	7	1	1
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)	25	33	45	60	2	3	0	0
The school meets my child's particular needs	24	32	46	61	5	7	0	0
The school deals effectively with unacceptable behaviour	18	24	47	63	9	12	1	1
The school takes account of my suggestions and concerns	25	33	40	53	6	8	0	0
The school is led and managed effectively	28	37	42	56	2	3	1	1
Overall, I am happy with my child's experience at this school	37	49	36	48	0	0	1	1

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.



27 January 2011

Dear Pupils

Inspection of Worth Valley Primary School, Keighley, BD22 7AX

Thank you very much for the warm welcome you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do. You were very helpful and keen to tell us all the things you like about your school. A special thank you to those of you who kindly gave up your time to speak with us. We believe that Worth Valley provides you with a satisfactory standard of education. This is what we found out about your school:

- you are friendly, polite and your behaviour is good
- you make satisfactory progress to reach average standards
- your attendance is average and most of you arrive on time
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers work hard to make lessons interesting
- your headteacher and governors want to make your school better
- you are willing to take on responsibilities which contribute to the life of the school
- your school is helping to prepare you for the next stage of your education
- the overwhelming majority of your parents and carers are pleased with the school and the help you receive.

We think that with your help your school can improve and we have asked your headteacher and your teachers to do the following things:

- help you to reach higher standards by making sure that all teaching in the school is as good as the best
- mark your work so that you know how to improve
- give you more opportunities to use computers in all lessons so you can learn to work independently.

We believe that this will help you to make more progress and we are sure you will work hard to make this happen.

Best wishes for the future.

Yours sincerely,

Mrs Christine Millett

Lead Inspector

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