

Denholme Primary School

Inspection report

Unique Reference Number	107282
Local Authority	Bradford
Inspection number	356127
Inspection dates	25–26 January 2011
Reporting inspector	Sarah Drake

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	194
Appropriate authority	The governing body
Chair	Mrs Jo Ryder-Maddocks
Headteacher	Mr Malcolm Campbell
Date of previous school inspection	4 October 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons and part lessons taught by 10 different teachers. They held meetings with members of the governing body, staff, the School Improvement Partner and groups of pupils. The inspectors observed the school's work and looked at documentation relating to pupils' attainment and progress and school management including safeguarding. They also took into account the responses made to the inspection questionnaires by 77 parents and carers, 19 members of staff and 91 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress made by different groups of pupils, with a particular emphasis on writing.
- The effectiveness with which teachers use assessment information to provide all pupils with appropriate levels of challenge.
- The impact of the many changes introduced by the new leadership team on improving the quality of provision, the pupils' enjoyment of learning and the progress that they make.

Information about the school

Denholme is a smaller than average primary school that serves a village to the north west of Bradford. Most pupils are of White British heritage. A small number of pupils belong to a range of minority ethnic groups and a few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average and it is rising. An above average proportion of pupils have special educational needs and/or disabilities and a high proportion have a statement of special educational needs; this is partly because the school includes an eight place designated resource provision for pupils with autistic spectrum conditions. A small number of pupils are in the care of the local authority. A higher than average proportion of pupils join or leave the school partway through their primary education. The school achieved the Activemark in 2008 and Healthy Schools status in 2009.

On the retirement of the previous headteacher, a new headteacher took up post in September 2008. Since then, 60% of class teachers have been newly appointed. In September 2009, the school voluntarily became part of the local authority's improving schools programme.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Due to the determined leadership of the headteacher, it is improving rapidly after a period of considerable turmoil and now offers its pupils a highly positive learning environment. The good quality work of staff in the designated resource provision plays an important part in sustaining the strong sense of community. It is a tribute to the hard work of senior leaders and staff that the majority of pupils are now making good progress in their learning and that all those spoken with said that they enjoy being at school.

Children's skills on entry to Nursery vary considerably from year to year but are generally below those expected for their age. They get a good start in the Early Years Foundation Stage where the good quality provision nurtures in them an enthusiasm for learning. Given their starting points when they join the school pupils make good progress. At the end of Year 6, broadly average numbers of pupils are working at the expected Level 4 and at the higher Level 5 in English and mathematics.

The curriculum and general school ethos successfully promote the development of pupils' personal skills. Pupils' good behaviour underpins its calm, happy atmosphere. As yet, there are too few opportunities for pupils to hone their basic skills through using them across a range of subjects. Similarly, while the quality of teaching is good overall, this is not consistently so throughout the school.

The outstanding levels of care, guidance and support offered to pupils and their families are key to the school's success. Its exceptional work to ensure equality of opportunity means that each pupil is respected as an individual. The school acknowledges individual needs and supports pupils so that all are included fully in mainstream activities. As a result, former gaps in the enjoyment, involvement and achievement of different groups are rapidly closing. This effective provision has been much improved for all pupils through the rigour with which the school's leaders, including governors, analyse the quality of its provision and put actions into place to tackle its weaknesses. The school has good capacity to improve further.

What does the school need to do to improve further?

- Ensure that all teaching is of good or better quality, by consistently:
 - making full use of lesson plans to meet the needs of pupils of different ability
 - involving pupils more in thinking about their learning
 - providing clear written guidance for pupils about how to improve their work.
- Improve the quality of the curriculum, by:

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- increasing the opportunities for pupils to write at length and to develop their skills in problem solving and information and communication technology (ICT) as tools for learning.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their school and keen to do their best. They talk positively about topics that they have enjoyed and it is a pleasure to see the good quality handwriting and presentation of the work on display. Pupils settle and listen well at the start of lessons and, when given the opportunity, discuss their thoughts sensibly with their talk partners. Pupils know their targets and strive to achieve them and concentrate on the task in hand. They find it harder to transfer the skills they already know to different contexts, for example, whether to choose addition or subtraction to solve a problem. Pupils are less enthusiastic about literacy than other subjects because, as one said, 'It takes time to get through it'. Their attainment and progress in writing are less strong than in other subjects. Pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs, make good progress. This good rate of progress is also true for those who speak English as an additional language or who arrive midway through their primary education. Different groups of pupils achieve equally well and thoroughly enjoy their learning.

Pupils appreciate the recent changes in school and say that the code of conduct works well so that behaviour is good and bullying is almost non-existent. They describe the school as a, 'friendly, kind, happy place'. Attendance levels have risen to average. School council members run the healthy tuck shop while Year 5 play leaders successfully ensure that nobody is left out at lunchtimes. Pupils say that they feel safe in school and they have a good understanding of the potential hazards posed by the internet. They organise fund-raising activities, most recently for victims of the Pakistani floods, and have a strong voice in school developments, such as the introduction of a trim-trail to help them keep fit. The most striking feature of pupils' personal development is their tolerance of and support for each other. Their mature understanding of others' needs and full acceptance of difference enable those who can become very agitated to play a full part in all aspects of school life.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	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?

Lessons run to a consistent, organised format so that pupils know what to expect. All teachers clarify the learning objective and success criteria for the lesson, and revisit pupils' prior learning so that they focus their attention suitably. They make good use of subject specific language. All classrooms are free from clutter and have displays, including 'working walls' that are used effectively to support pupils' learning. Good quality relationships and management of pupils create a very positive atmosphere, with the well-trained teaching assistants discretely supporting the learning of individuals and small groups. In the best lessons teachers use very effective questioning that spurs pupils to think hard. All teachers plan activities for those of different ability, based on the robust assessment and tracking systems now in place, but there is variation in how effectively they put this into classroom practice. Sometimes tasks leave little room for pupils to use their initiative whereas an instruction that asks them to, for example, 'make a tower that is taller than a 20 cube tower', provides lots of opportunity for investigation, fun and learning by those with different skill levels. The quality of teachers' marking has clearly improved over the current year but there remain inconsistencies in the clarity with which they provide pupils with guidance about what they need to concentrate on to reach the next level.

The curriculum, which is based on themes, successfully broadens pupils' personal development and awareness of the richness in the wider world through placing a strong

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focus on the arts and humanities. The links made between subjects, plus a good range of visitors, visits and extra-curricular activities, bring learning to life for pupils and inspire them to want to find out more. However, there are not enough opportunities for them to develop their writing, mathematical, and ICT skills as tools for learning, such as in note-making, researching or word processing.

Early diagnosis and careful monitoring of pupils' special educational needs and/or disabilities lead to highly effective adaptation of the curriculum and all provision for such pupils. Visual reminders throughout the school encourage independence and confirm expectations. The outstanding attention paid to the induction of pupils into school and their transition from one class or key stage to the next, helps them to settle easily into a new situation so that they can concentrate on learning. Adults know pupils exceptionally well as individuals and are highly skilled at enabling them to make sensible decisions for themselves about, for example, how to behave. The learning mentor plays a pivotal role in helping pupils and their families to cope with the challenges that many face and to enhance their own life chances. In the words of a parent that echoes the comments made by others, 'The level of care and attention for both my children is unquestionable.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Determined, highly focused leadership is driving the school forward at a good pace. Staff share a strong vision but, with many of them relatively new to the school, there has not yet been enough time for all systems to be embedded fully into practice. Rigorous monitoring and self-evaluation, combined with extensive training and support, have brought about improvements in all aspects of provision but, they are not all yet of consistently good quality. Members of the governing body have intimate knowledge of the school, supported the leaders well through turbulent times and are now holding them to good account for pupils' levels of attainment and progress. Comprehensive arrangements ensure that children are safeguarded from harm. Rigorous risk assessments mean that, for example, pupils from the designated provision are fully and safely included in residential visits. All staff have undertaken training in the Inclusion Development Programme for autistic spectrum conditions, which has helped to ensure consistency of approach across the school, and enabled such pupils to access mainstream provision. This has had a dramatic impact on the progress made by some pupils and also on the views of all pupils towards the justice of providing equality of opportunity.

The school works closely with parents and carers, welcoming them to events and providing regular newsletters and curriculum digests. The wide range of partnerships

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developed over recent years has had a positive impact on, for example, the quality of teaching and of pupils' understanding of the lives of families who live close by but belong to different ethnic groups. The school operates as a highly cohesive community and plans are in place to extend its promotion of community cohesion to a wider area. It runs smoothly on a day-to-day basis, uses its wind turbine to feed the national grid and, above all, gives its pupils a good quality education that enables them to flourish. The school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Many children join the Nursery with skills, particularly in communication and number, below those expected for their age. Throughout the Early Years Foundation Stage children make good progress across all areas of learning. Over the past two years the numbers working at the expected levels by the end of Reception have increased with particular strengths in children's dispositions and attitudes, and their knowledge and understanding of the world. Both classrooms provide a welcoming, interesting environment for children to explore and, although there is room for development, the provision for Reception-age children to learn in the open air has recently been much improved. Excellent arrangements to support children as they begin school mean that they settle happily and soon become used to routines. Close partnership with the local children's centre enables some children who are vulnerable due to their circumstances to access the school's good quality provision early. This has a very positive impact on both them and their families. Good relationships and adults' encouraging attitude towards children mean that they try hard to, for example, hold their writing implement correctly or mix paints independently to create their chosen colour. Adults make detailed observations of individuals' skills development and use the information effectively to adapt activities according to their needs. They engage children in good quality conversation that takes their learning forward. However,

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occasionally when leading a focused activity, opportunities are missed to extend children's free play further through a well-timed comment. Parents and carers have plenty of opportunities to learn about and contribute to their children's learning. Good quality leadership ensures rigorous monitoring of all aspects of the provision and individuals' progress, and provides strong support to improve practice.

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

The majority of parents and carers hold positive views of the school, although some express concern about the impact on their children's progress of the many staff changes. Those who have children with special educational needs and/or disabilities praise the school highly as do the parents and carers of other children who are vulnerable due to their circumstances. Many appreciate the changes made since the arrival of the current headteacher. The inspection team discussed any issues raised by parents and carers with the headteacher and were given wholly satisfactory responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Denholme 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 194 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	44	41	53	1	1	0	0
The school keeps my child safe	38	49	38	49	1	1	0	0
My school informs me about my child's progress	23	30	46	60	7	9	0	0
My child is making enough progress at this school	23	30	45	58	6	8	0	0
The teaching is good at this school	29	38	42	55	2	3	0	0
The school helps me to support my child's learning	24	31	48	62	3	4	0	0
The school helps my child to have a healthy lifestyle	26	34	44	57	3	4	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)	25	32	44	57	0	0	1	1
The school meets my child's particular needs	25	32	42	55	3	4	0	0
The school deals effectively with unacceptable behaviour	27	35	38	49	7	9	1	1
The school takes account of my suggestions and concerns	26	34	41	53	3	4	2	3
The school is led and managed effectively	29	38	42	55	0	0	3	4
Overall, I am happy with my child's experience at this school	32	42	39	51	1	1	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 Denholme Primary School, Bradford, BD13 4AY

The other inspectors and I greatly enjoyed our recent visit to your school and would like to thank you all for making us feel so welcome. Particular thanks should go to those of you who spoke with us, helping us to understand what it is like to be a pupil at Denholme. We agree with you that it is a, 'friendly, kind and happy place'.

We know that many of you have had to deal with lots of changes over the past couple of years. We were pleased to hear that you feel that they have improved the school, particularly the behaviour, the library and the trim-trail. We are also pleased that most of you are now making good progress in your learning because most teachers adapt the activities to suit your different needs. We have asked the senior teachers to make sure that this happens in every lesson and that teachers give you clearer help about how to improve when they mark your work. We have also asked them to make sure that you have lots of opportunities to use your writing and maths and ICT skills as 'tools for learning'. For example, when you do your individual work some of you might automatically complete it using a computer rather than a pencil.

Everyone associated with the school has worked really hard and successfully to improve it. This means that all pupils have the same opportunities to learn and enjoy themselves. We were really impressed by your understanding about how some pupils find life confusing and by how keen you are to help each other. We feel that this is because all the staff offer each of you outstanding care, guidance and support. You know lots about keeping healthy and safe, and you carry out your responsibilities, such as play leaders or school councillors, really well. Above all you enjoy learning and want to do well. This is why we have judged that Denholme is a good school.

This letter comes with our very best wishes for the future.

Yours sincerely

Sarah Drake

Lead inspector

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