

Stocks Lane Primary School

Inspection report

Unique Reference Number	107237
Local Authority	Bradford
Inspection number	356113
Inspection dates	2–3 March 2011
Reporting inspector	Stephen Wall

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	107
Appropriate authority	The governing body
Chair	Mr Richard Sears
Headteacher	Mrs Nicky Kilvington
Date of previous school inspection	12 December 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed six lessons in Key Stages 1 and 2 taught by four teachers. Observations of teaching and learning were also carried out in the Early Years Foundation Stage. The inspectors held meetings with representatives of the governing body, staff, groups of pupils and a small group of parents and carers. The inspectors observed the school's work and looked at the monitoring of pupils' progress, the school's self-evaluation and its planning for improvement, and documentation relating to safeguarding. Questionnaires from 56 parents and carers were scrutinised together with those returned by staff and pupils.

- How effectively teaching challenges all groups of pupils in the mixed-age and mixed-ability classes in Key Stages 1 and 2.
- How effectively the curriculum promotes pupils' learning and progress, especially pupils' skills as independent learners.
- How effectively leaders and managers plan to ensure that all pupils make as much progress as possible.

Information about the school

This is a smaller-than-average size primary school in a semi-rural setting on the outskirts of Bradford. The proportion of pupils known to be eligible for free school meals is well below average. Most pupils are White British; none speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. There are no pupils with a statement of special educational needs. The entire teaching staff has changed since the last inspection, including the headteacher and deputy headteacher. The school has Healthy School status, Basic Skills Quality Mark Level 2 status and it has gained the Financial Management Standard in Schools.

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. Aspects of pupils' personal development are outstanding. Pupils feel extremely safe, have a thorough understanding of healthy lifestyles and make an excellent contribution to school and the wider community. Leaders and managers, including governors, evaluate the school's effectiveness accurately. They use the outcomes very effectively to drive improvement. Consequently, almost all aspects of the school's work have improved significantly since the last inspection demonstrating the school's good capacity for further improvement.

All groups of pupils, including pupils with special educational needs and/or disabilities and children in the Early Years Foundation Stage, make good progress and achieve well. The good levels of care, guidance and support pupils receive ensure they enjoy school and attendance is above average. Behaviour is good both in the classroom and around school. Pupils relish the many opportunities they are given to take on responsibilities. The school's close cooperation with other, nearby primary schools brings pupils into regular, first-hand contact with pupils from different cultural and social backgrounds. This develops very effectively pupils' understanding and tolerance of those who are different. By the time they leave, attainment is above average and pupils are well-prepared for future success.

Consistently good teaching is at the root of pupils' good learning and progress. Teaching provides pupils with a good variety of interesting activities in lessons. However, it does not fully exploit information and communication technology (ICT), especially the creative use of interactive whiteboards, to add even more stimulus to learning. The good curriculum meets pupils' needs effectively. The recent introduction of topic work is proving very popular with pupils. It is starting to promote their skills as independent learners successfully. However, the range of imaginative activities is not as well developed as it could be to accelerate pupils' progress further.

Leaders and managers carry out a range of procedures to seek the views of parents and carers and to keep them informed. However, the questionnaires returned by parents and carers indicate that a small minority of parents and carers have concerns about some aspects of the school's work. The procedures the school adopts to communicate with parents and carers are not fully effective, therefore, in either seeking the views of parents and carers regularly enough nor in responding to their perceived concerns.

What does the school need to do to improve further?

- Accelerate pupils' progress and learning even further by:
 - exploiting more fully the use of ICT in lessons to provide an extra boost to pupils' motivation to learn

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- embedding changes to the curriculum to increase the range of imaginative opportunities which excite pupils' learning and increase their skills as independent learners.
- Improve parents' and carers' views of aspects of the school's work by:
 - seeking the views of parents and carers more regularly
 - using the outcomes to identify perceived concerns so that they can be tackled quickly and effectively.

Outcomes for individuals and groups of pupils

2

Pupils have positive attitudes to learning. They achieve well, enjoy lessons and are keen to contribute their ideas. Listening skills are good and pupils work effectively in small groups and pairs. Pupils rise to a challenge and are tenacious in solving problems. Examples of written work show the pride most pupils take in presenting their work neatly and the good progress they make over time. Children join the Early Years Foundation Stage with skills that are overall in line with age-related expectations. Pupils make consistently good progress as they move up through the school. By the end of Key Stage 2 attainment is above average. A good number of pupils exceeds the expected levels for their age in English, mathematics and science. School data and inspection evidence show that the rate of pupils' progress is continuing to accelerate. Pupils with special educational needs and/or disabilities also make good progress because of the very effective support they receive from a talented and dedicated team of teaching assistants.

Pupils say they feel very safe in school. They describe convincingly what unsafe situations might look like and are very clear about what to do in such circumstances. Parents and carers unanimously agree that the school keeps their children safe. Pupils have an excellent understanding of the importance of healthy lifestyles. Even the youngest pupils extol the virtues of eating lots of fruit and vegetables because 'they have lots of vitamins that help you stay healthy and fight infections'. Pupils are very proud of their school. They enjoy taking on responsibilities by, for example, becoming playground buddies and classroom monitors. The school council is very active and the parent and carer group Friends of Stocks Lane have raised funds for improved ICT equipment. The collaborative work with other local schools involves pupils substantially in reaching out to the local community through such activities as the inter-school e-choir's regular performances. Pupils' good social, moral, spiritual and cultural development is evident in their thorough grasp of right and wrong and in the respect they show for other cultures and religions. They enjoy assemblies which encourage them to reflect and think deeply about others less fortunate than themselves.

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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	2
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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
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?

Most teachers effectively challenge pupils and capture their enthusiasm. For example, in one Year 3/4 lesson on the topic of ancient Egypt, pupils were enthralled by deciphering Egyptian hieroglyphic characters and then setting coded messages for their learning partners to solve. Teachers have good subject knowledge and use it to good effect to challenge pupils' thinking. They are adept at matching work to pupils' age and ability and pose appropriately challenging questions. For example, in a Year 5/6 numeracy lesson on the subject of calculating mean, mode and median averages, different groups of pupils were set different tasks of varying degrees of difficulty; all of them extending successfully pupils' learning. Teachers mark pupils' books regularly. Their comments are consistently helpful in showing pupils what they need to do to improve their work.

The curriculum offers pupils a broad range of learning experiences that make a significant contribution to their personal development and well-being. For example, pupils love taking part in the 'forest schools' initiative where they learn to care for the environment and the importance of team work. Regular trips out, including a residential trip to London undertaken with an ethnically diverse school, extend pupils' cultural awareness and help broaden their understanding of the world around them. Opportunities to extend literacy, numeracy and ICT skills across the curriculum are improving. The school has recently introduced a topic-based curriculum to offer more meaningful opportunities to develop pupils' basic skills. As yet this approach is not fully embedded to ensure all activities are

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exciting and that the development of independent skills is given enough attention. There is a wide range of extra-curricular activities in sports and the arts that are very popular and well-attended.

The school provides good support for lower-attaining pupils and for those who are vulnerable due to their circumstances. Pupils with special educational needs and/or disabilities receive strong support from a knowledgeable and experienced co-ordinator. Close links have been forged with outside agencies to provide specialist help and advice when necessary. The teaching assistant for interventions is especially effective in helping targeted pupils in small group sessions so that they overcome barriers to their learning and make good progress.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers, including governors, care deeply about driving the school forward. They provide a strong focus on improvement which is fully shared by all staff. The monitoring of teaching and learning is regular and robust. The outcomes are used skilfully to improve impact and provide sharply-focused staff training. Leaders and managers evaluate the strengths and weaknesses of the school accurately. This information is used effectively to inform forward planning. Consequently, adults working in the school are clear about priorities and how to achieve them. Targets are increasingly demanding and support the good outcomes demonstrated by the school. Effective partnerships with a number of other schools promote the regular sharing of resources and expertise. As a result, partnerships represent good value for money in enabling this small school to promote good outcomes in many ways which it would otherwise struggle to achieve.

The school is effective in ensuring that there is equality of opportunity for all pupils. This is evident in the concerted and successful action to close the gap between boys' and girls' achievement. The attainment of higher-attaining pupils has also improved significantly. Pupils are tolerant and understanding of others and work and play in a happy and harmonious school community.

The governing body is effective in supporting the school and has a good understanding of current priorities for the school. Governors take their responsibilities very seriously. They ensure that all necessary policies are in place and that they are reviewed regularly. The school adopts recommended good practice in all aspects of safeguarding. Risk assessments are comprehensive and of good quality. Staff training is regular and also of good quality. Checks on adults working with children are carried out and recorded meticulously.

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The school makes a strong contribution to community cohesion. It evaluates regularly the impact of its planned actions to promote community cohesion. Pupils are active in their local community and gain regular, first-hand experience of pupils from different cultural and religious groups through the school's close collaboration with its neighbouring schools. Pupils are heavily involved in promoting 'fair trade' activities. This gives them good exposure to and understanding of ethical world issues.

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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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

Children get off to a good start in the Early Years Foundation Stage where they make good progress and achieve well. A few children, especially fast learners, make outstanding progress. Children work and play in a very safe and stimulating environment. The newly-constructed outdoor provision has just opened. Plans to use it to best advantage to add further to children's physical development and extend their knowledge and understanding of the world around them are firmly and securely in place. Adults have good knowledge of children's development and welfare requirements. Good, purposeful and lively teaching provides an appropriate and well-planned balance between teacher-led activities and those children choose for themselves. This results in children making good progress especially in linking sounds and letters and in recognising numbers and shapes. For example, all children are able to name geometric shapes such as square, triangle, rectangle, etc. Many apply their knowledge and explain that a pane of glass in a classroom door is a square and not a cube because 'it is not three-dimensional'. Relationships between children and adults are strong and caring. The curriculum is planned effectively to provide children with a wide range of learning opportunities with an increasing focus on exploiting outdoor education now that it is available. Procedures for children's safety are comprehensive and secure. Children's progress is tracked regularly. Good quality progress reports are sent home to parents and carers. Children with special educational needs

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and/or disabilities are identified at an early stage so they can be well-supported. Where necessary, specialist support from outside agencies is sought and provided. Transition arrangements into Key Stage 1 are well-planned to provide an effective bridge for continuity of approach and learning. Adults working in the Early Years Foundation Stage demonstrate a common sense of purpose in helping children make good progress. The Early Years Foundation Stage lays solid foundations for future successful learning and progress.

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

There was a broadly average proportion of returned questionnaires from parents and carers. Most were positive and inspectors endorse these views. However, a small minority of replies showed some perceived concerns about: how well the school informs parents and carers about their children's progress; how well the school takes account of suggestions and concerns; how effectively the school is led and managed; how effectively the school helps parents and carers support their child's learning; and the school's effective handling of unacceptable behaviour. The inspectors looked closely at all the areas identified. For example: they looked in depth at the school's procedures for communicating with parents; spoke to groups of pupils at length about behaviour; and sought the views of a group of parents and carers. Behaviour observed in all classes and around school was good. Pupils were strongly and consistently engaged in learning. They behaved respectfully to each other and to the adults working with them. Inspectors found that the school has procedures in place to seek the views of parents and carers, but that these are not sufficiently regular nor fully effective in enabling the school to identify perceived concerns early enough so that it can reassure parents and carers fully about the school's progress and achievements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stocks Lane 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	48	25	45	3	5	1	2
The school keeps my child safe	30	54	26	46	0	0	0	0
My school informs me about my child's progress	11	20	36	64	9	16	0	0
My child is making enough progress at this school	19	34	30	54	6	11	0	0
The teaching is good at this school	20	36	34	61	2	4	0	0
The school helps me to support my child's learning	9	16	36	64	10	18	0	0
The school helps my child to have a healthy lifestyle	15	27	38	68	2	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)	10	18	35	63	3	5	0	0
The school meets my child's particular needs	15	27	32	57	7	13	1	2
The school deals effectively with unacceptable behaviour	11	20	25	45	15	27	3	5
The school takes account of my suggestions and concerns	10	18	32	57	9	16	2	4
The school is led and managed effectively	18	32	26	46	6	11	1	2
Overall, I am happy with my child's experience at this school	23	41	26	46	6	11	1	2

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 Stocks Lane Primary School, Bradford, BD13 2RH

Thank you for your warm welcome when I inspected your school recently.

Stocks Lane Primary is a good school. Some aspects of your school are outstanding. These are: how safe you feel; your adoption of healthy lifestyles; and your contribution to school and the wider community. It was pleasing to see the good progress you make in your learning because the teaching you receive is consistently good. Your school is led and managed well. It has improved significantly since it was last inspected and has good capacity to carry on improving. You obviously enjoy school. Your attendance is above average – well done! I was impressed at your behaviour in lessons and around school. You work hard and enthusiastically – again, well done! You get on well with the adults working with you and with each other. The school is in the early stages of providing you with a wider range of imaginative things to do through, for example, topic work. You told me how much you enjoy this. So, to help you make even faster progress, I am asking your school to extend the range further. I am also asking your teachers to make sure that information and communication technology is used more creatively to make lessons even more stimulating and help you learn even more effectively.

While most of the questionnaires returned by your parents and carers were very positive, a few showed that there were some areas where parents and carers thought the school might do better, such as dealing effectively with unacceptable behaviour. As a result, I am asking your school to improve how it gathers the views of your parents and carers so that it can identify any perceived concerns early and respond to them quickly.

I am confident that you will continue to work hard and that you will do all you can to make sure that your school goes from strength to strength in future.

Yours sincerely,

Stephen Wall

Lead Inspector

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