

# Sandy Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	107219
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356109
<b>Inspection dates</b>	7–8 March 2011
<b>Reporting inspector</b>	Kathleen McArthur

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Noel Waterhouse
<b>Headteacher</b>	Ms Angela Woodthorpe
<b>Date of previous school inspection</b>	18 March 2008
<b>School address</b>	Cottingley Road Allerton, Bradford West Yorkshire BD15 9JU
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## Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons taught by 10 teachers, visited small group sessions, and held meetings with groups of pupils, members of the governing body, and staff. The team observed the school's work and looked at safeguarding procedures and documentation, including policies, school and national data on pupil progress, development plans, reports from the local authority and samples of pupils' work. Questionnaires from pupils, staff and the 59 returned by parents and carers were scrutinised.

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

- Whether leaders' and managers' actions have been effective in raising the quality of teaching.
- The effectiveness of strategies to boost speaking and listening skills for younger pupils and raise attainment in mathematics.
- The way pupils are involved in assessing their learning so they know their targets and how to reach them.

## Information about the school

Sandy Lane is larger than the average-sized primary school and has several mixed-age classes. About two thirds of the pupils are of Pakistani heritage, others are from White British backgrounds. An increasing number of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. Higher-than-average numbers of pupils enter or leave the school at other than the usual times or ages. The proportion with special educational needs and/or disabilities is above average. The school offers breakfast and after-school clubs. A new deputy headteacher took up post in July 2010.

The school holds a number of awards, including Investors in Pupils and an Artsmark and has Healthy School 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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This good school successfully fulfils its aim to provide a safe, caring environment where pupils from different backgrounds learn and play together happily and harmoniously. Typical of their comments were, 'We are all tolerant and understand that people are different' and 'The school is kind and caring'. Parents and carers who returned questionnaires were positive, and all agreed that their children are kept safe at school.

Achievement is good and attainment is broadly average. Children make a good start and progress well in the Early Years Foundation Stage, but too often activities are adult led, limiting children's opportunities to choose and become independent learners. Pupils are keen to learn, work hard and make good progress as they move through the school. School assessment data for 2010 show an above average proportion attained the higher level in English. However, limited language skills hinder many pupils' ability to use a rich vocabulary in their writing and their comprehension of the technical language needed to solve mathematical problems. Strategies to boost language skills that are impacting well in the younger classes are not yet fully embedded or consistently used throughout the school. Pupils with special educational needs and/or disabilities and those who speak English as an additional language progress well in relation to their starting points and capabilities; this is because they receive well focused, skilled support.

Enthusiasm for all activities, good behaviour and consideration for others contribute strongly to pupils' learning and enjoyment of school. Good teaching builds well on their enthusiasm, and well-planned activities motivate and challenge. Informative assessment and tracking systems give a very clear picture of progress and involve pupils so they know how to reach their targets. Imaginative themes and experiences provided by the rich 'creative curriculum' really capture pupils' interests and broaden their cultural development, for example 'The Theatre of Dreams' theme. Pupils are well cared for so they feel secure and become increasingly responsible and willingly help others, for example as friendship or reading buddies.

Since the last inspection, progress has accelerated and the proportion of pupils attaining higher levels in English and mathematics has increased. Rigorous professional development building on existing good practice has successfully raised the overall quality of teaching. Leaders, managers and staff share a strong commitment and vision for ongoing improvement. Well-focused plans for further development show the school knows itself well and clearly demonstrate high aspirations to reach challenging targets. There is good capacity for improvement and the school gives good value for money.

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## What does the school need to do to improve further?

- Improve the balance between adult- and child-led activities in the Early Years Foundation Stage to give children more opportunities to make choices, follow their interests and become independent learners.
- Further raise attainment in writing and mathematics by ensuring strategies to enhance speaking and listening skills are used consistently so all pupils are able to:
  - – organise ideas confidently and use a richer vocabulary in their writing
  - – know and use technical language when tackling mathematical problems.

## Outcomes for individuals and groups of pupils

**2**

One comment that, 'School helps you learn more, which will help me when I am older' illustrates pupils' positive attitudes and enjoyment of learning observed in all classes. Pupils work hard, progress well, are helpful and cooperate well with their teachers and classmates. They enjoy discussions with their 'talking partners' and most present their work neatly, with care.

Pupils start school with skills below those expected, particularly in language. Strategies to boost language skills are proving successful in the Reception classes, but are not yet embedded throughout the school. Lesson observations, the work in pupils' books and an analysis of school and national data show that all groups of pupils progress well. By the time they leave the school in Year 6, pupils reach and some exceed the expected attainment for their age. The higher-than-average proportion of pupils who enter or leave at different times during their education means that cohorts change considerably over time; in 2010, almost half the Year 6 year group did not start their education at the school. School data show that pupils who remain throughout their primary education often make better than expected progress. Better use of assessment information and greater challenge have accelerated the progress of the more able pupils. School data show that pupils currently in Year 2 and Year 6 are on course to meet their challenging targets.

Pupils are polite and respect each other and their teachers. Behaviour is good although a small minority think it could be better. Pupils have a strong sense of right and wrong, trust staff to help and support them and do not see bullying as an issue. School councillors instigated the friendship bench, and the friendship buddies are proud of their role in helping resolve any conflicts in the playground. Pupils say, 'It's a healthy school' and show good understanding of caring for their health and safety. Reflections in assembly and daily circle time allow pupils to consider emotions and issues that affect their lives. The caring, supportive school ethos promotes good spiritual, moral, social and cultural development, and pupils respect and value the many different faiths and cultures represented. Attendance is average. Good personal skills, cooperative attitudes and sound academic skills give pupils a good basis for their future lives.

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Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Nearly all lessons observed were good and some outstanding practice was seen. Lessons demonstrate teachers' good subject knowledge, are well planned and organised with varied activities carefully matched to different abilities that challenge all pupils. Consequently, pupils show high levels of interest, are really motivated and make good progress. Teachers ensure pupils know what they are going to learn, but sometimes copying the 'learning intentions' limits the time available to complete the tasks that will teach and reinforce the learning. Skilled support and intervention contributes strongly to the quality of learning, particularly for pupils with special educational needs and/or disabilities and those learning English as an additional language. Rigorous data analysis using high-quality assessment systems enables staff to monitor progress closely and direct help where needed. Pupils know their targets and their work is regularly marked, with comments showing them how to improve, although this is not consistent in all classes.

The well-balanced curriculum ensures pupils acquire basic literacy, numeracy and information and communication technology skills whilst developing creative skills through subjects such as design technology, art, physical education and French.

The thematic 'creative curriculum' links subjects and enables pupils to make choices, follow their interests and develop their basic skills; for example, researching natural

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disasters on the internet or recording facts about Skipton Castle. Careful adaptations ensure pupils in mixed-age classes do not miss or repeat work. However, there are variations in the attention paid to the development of speaking and listening skills. Enrichment activities extend pupils' experiences and they particularly enjoy visits that fire their enthusiasm at the start of a new theme. After-school activities are popular, and some involve parents and carers, for example, karate. The good quality personal development programme includes regular circle time where pupils can reflect on issues in their lives.

Pupils' self-esteem and confidence is developed effectively in the safe, welcoming environment through good quality care, guidance and support. Any who are potentially vulnerable because of their circumstances are supported well. Strong links with the learning mentors and external professional agencies are sensitively directed to benefit these pupils and their families. Good intervention and induction procedures for pupils who enter at different stages in their education, those with special educational needs and/or disabilities and those learning English as an additional language, ensure these groups progress well. The school does all it can to promote regular attendance. Good transition arrangements ensure pupils transfer confidently to the next stage of their education.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders communicate ambition and drive improvement through an effective process of self-review. The annual 'evaluation day' involves leaders and managers, staff and the school council, ensuring development and improvement planning takes account of all information and points of view. Good systems for the management of teaching and learning, including performance management procedures and partnership with the local authority, have raised the overall quality of teaching to good. The governing body is actively involved in the life of the school. Good knowledge of all outcomes gives the governors a firm basis from which to challenge and support.

The school works hard to benefit pupils by involving all parents and carers in helping them to support learning at home. Regular consultations, surveys and weekly newsletters are provided, as well as social events such as the Pancake Breakfast and film nights. The local schools' partnership brings additional opportunities for pupils, for example the specialist teaching in sports. Expertise in the teaching of French is shared with other schools. Good promotion of equal opportunities ensures there is no discrimination. Careful monitoring of academic and personal development ensures no pupil falls behind and all groups progress well. All safeguarding requirements are fully in place, arrangements are reviewed regularly

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and child protection training is up-to-date. Staff are well aware of all procedures and the school provides a safe and secure environment for all pupils.

The school has a good understanding of the diverse community it serves so pupils learn from and respect the different faiths represented, and enjoy sharing celebrations of important festivals. Links with a school in a different setting in the locality are developing well.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills below those typical for their age, especially in communication and language skills. They make good progress and the majority reach the expected levels at the end of their time in the Reception classes, giving them a good start when they move into Year 1. Children are well cared for, with good regard to all health, safety and welfare requirements. They settle quickly, are happy and confident in the setting and enjoy learning. They behave well, look after each other and use equipment sensibly. Good teaching ensures provision is varied and interesting in all the areas of learning; provision is also linked to the current theme. Well-focused activities are accelerating progress in literacy and numeracy. Strategies to promote speaking and listening skills are proving effective. Staff involve children in discussions about their activities, encourage them to use sentences, and then challenge them to extend their sentences. 'I liked the multi-coloured elephant,' said one child after the class enjoyed the story of Elmer the Elephant. Regular sounds and letters practise gives children a good basis for early reading and writing. However, too many activities are led by adults, limiting opportunities for children to follow their interests and become independent learners. Children enjoy learning in the well-organised outdoor area but this is not always made available to them.



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Leaders and managers have developed an effective staff team, all committed to further developing the provision. Careful tracking and monitoring procedures give accurate information to help staff plan the next steps in learning and match experiences to each individual child's needs.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

About 18% of parents and carers returned questionnaires, which is below average. They have particularly positive views about the way their children are kept safe, their enjoyment of school, the quality of teaching and how the school helps them to support learning at home.

A few feel their views are not taken account and a small number feel the school does not deal effectively with unacceptable behaviour. Inspectors discussed these points with the school. Parents' and carers' views are surveyed regularly. Pupils draw up charters for their class rules, the Positive Discipline policy is included in the school brochure, and is known to all pupils who say it is fair.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandy 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	61	22	37	1	2	0	0
The school keeps my child safe	30	51	28	47	0	0	0	0
My school informs me about my child's progress	24	41	33	56	2	3	0	0
My child is making enough progress at this school	23	39	34	58	1	2	0	0
The teaching is good at this school	29	49	29	49	1	2	0	0
The school helps me to support my child's learning	26	44	32	54	1	2	0	0
The school helps my child to have a healthy lifestyle	22	37	34	58	2	3	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)	22	37	32	54	3	5	0	0
The school meets my child's particular needs	23	39	32	54	3	5	1	2
The school deals effectively with unacceptable behaviour	13	22	37	63	5	8	2	3
The school takes account of my suggestions and concerns	14	24	38	64	4	7	0	0
The school is led and managed effectively	21	36	34	58	3	5	0	0
Overall, I am happy with my child's experience at this school	24	41	31	53	1	2	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



9 March 2011

Dear Pupils

**Inspection of Sandy Lane Primary School, Bradford, BD15 9JU**

Thank you for helping the team when we inspected your school. You were very friendly and polite and told us you enjoy school and feel safe there. It was good to see you sharing the Pancake Breakfast with your parents and carers: the pancakes looked delicious! Your parents and carers are happy that you enjoy school.

This is what we found.

Sandy Lane is a good school, with good leaders and managers who look after you well. You get a good start in the Early Years Foundation Stage, although we think children could have more chances to choose their own activities. You are taught well, work hard and make good progress. You reach the right level of attainment for your age, although your writing and ability to solve problems in mathematics could be even better if your speaking skills were stronger. You behave well, although some of you told us behaviour could be better. The 'creative curriculum' gives you lots of exciting experiences and visits which you said are really enjoyable, and you are looking forward to performing Olivia in the 'Theatre of Dreams' theme.

To make the school even better we have asked the school leaders and managers to:

- give children in the Reception classes more chances to choose their own activities
- improve your speaking skills to help with your writing and so you understand the language of mathematics to help you tackle problems.

We send you our very best wishes and hope you will continue to enjoy your time at Sandy Lane School.

Yours sincerely

Kathleen McArthur

Lead inspector

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