

Sandal Primary School

Inspection report

Unique Reference Number	107287
Local Authority	Bradford
Inspection number	356129
Inspection dates	22–23 March 2011
Reporting inspector	Nigel Cromey-Hawke

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	447
Appropriate authority	The governing body
Chair	Mrs S Lawrence
Headteacher	Mr Paul Richardson
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 20 lessons, observing 16 teachers and 16 classes. They also held meetings with members of the governing body, staff, and groups of pupils, parents and carers. They observed the school's work and looked at a wide range of documentation, including development planning, safeguarding arrangements, self-evaluation records, policies and performance data. They carried out an extensive scrutiny of pupil's work. Questionnaires from 209 parents and carers, 98 pupils and 11 staff were also scrutinised.

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

- What the school is doing to raise attainment and achievement across the school, especially at Key Stage 2.
- How challenging teaching is, especially for the more able.
- How well assessment is used within the Early Years Foundation Stage to identify children's needs and shape their learning.

Information about the school

Almost all pupils in this larger-than-average primary school are White British. A very few speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average, with the proportion with a statement of special educational needs also below average. The number of pupils known to be eligible for free school meals is below average. There are very few children in local authority care. The school has Healthy Schools status and the financial management award. The school operates its own breakfast club. There has been significant staffing change, especially within the leadership team, since the last 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

This is a satisfactory school. It has several good features, and attendance and the extent to which pupils feel safe are outstanding. It makes a significant difference to the personal development of many of its pupils and the vast majority of parents and carers are highly supportive of its work.

Children make a good start to their learning in the Early Years Foundation Stage. They enter with basic skills broadly typical for their age and make good progress because of the good teaching, curriculum, and leadership and management there. Progress for pupils throughout the rest of the school is satisfactory and improving. The dip in standards since the last inspection is being recovered due to more stable staffing and better ways of working. The overall trend in pupils' attainment when they leave Year 6 is broadly average but rising.

Learning and teaching are satisfactory overall, with examples of good and outstanding lessons observed. In the weaker lessons there is sometimes a lack of suitable pace and challenge, limited opportunities for pupils to learn independently, an unsuitable match of activities to pupils' needs, particularly the more able, and variable use of pupil self-assessment strategies. The good curriculum has strengths in the arts, sport and in raising pupils' understanding of the diversity of the modern world. As a result, pupils' spiritual, moral, social and cultural development is good. With high attendance, good behaviour and well-developed skills in information and communication technology (ICT) pupils are prepared well for the next stage of their education. The care, guidance and support provided by the school are good, with pastoral care often excellent. Safeguarding arrangements are good. Pupils enjoy learning because they feel exceptionally safe and know staff value them as individuals.

Leaders and managers, including governors, are driving improvement forward satisfactorily. Identified weaknesses are receiving attention and impact can be seen in improvements in pupils' progress and attainment. However, some practices are not yet fully embedded across the school. The monitoring role of subject leaders remains underdeveloped, occasionally planning lacks a sharpness of focus and senior leaders do not yet evaluate the ongoing progress of groups of pupils with sufficient regularity. Training to help governors understand the performance of the school is also underdeveloped. As a result, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons by:
 - making sure that planned activities to meet the needs of all pupils are put into practice effectively
 - ensuring all lessons include sufficient pace and challenge, especially for the more able
 - promoting more effective independent learning by allowing pupils to better demonstrate their understanding without adult support
 - spreading the good practice of pupils assessing their own and others' work to all classes, so that pupils clearly understand what they have to do to improve.
- Through appropriate training extend the awareness of governors of the strengths and weaknesses of the school so that they are better able to support and challenge its work.
- Further improve the quality of leadership and management by:
 - developing the monitoring role of subject leaders
 - ensuring that action plans are more sharply focused on raising attainment
 - ensuring that senior leaders more regularly monitor pupils' ongoing progress and use this information to inform their future plans.

Outcomes for individuals and groups of pupils

3

The school is correct in its evaluation of achievement as satisfactory. In the best lessons pupils are fully engaged and make good progress as a result of good and sometimes outstanding teaching. Pupils work well collaboratively and respond enthusiastically to the wide range of activities provided for them that match their needs well. However, this is not always the case and this leads to learning and progress being satisfactory in the majority of lessons. Standards have fallen from above average at the time of the last inspection to average in each of the last three years. Pupils' progress is good throughout Key Stage 1 but weaker in Key Stage 2 due to the variability in the quality of teaching. The school has begun to tackle weaknesses robustly in mathematics and writing and evidence of improvement can be seen in an increasing number of pupils exceeding the level expected for their age. The majority of pupils are now on track to meet the challenging targets the school has set. Currently, attainment on leaving the school remains broadly average but is rising as the impact of change gathers momentum. The progress of pupils with special educational needs and/or disabilities is varied but overall satisfactory. Again, it is improving with more accurate targeting of support to meet their needs.

The vast majority of pupils say they feel very safe in school. Behaviour is good around the school and often very good in the best lessons. The school places a high priority upon developing pupils' understanding of healthy living, reflecting its achievement of a national award. Pupils make a good contribution to the daily running of the school through the active school council, which has been responsible for changes in school uniform and playground equipment. Pupils also act as eco-warriors and trained play leaders. They are

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involved actively in the local community, especially through the Habitat Heroes tree planting scheme. Pupils clearly enjoy their time in school greatly and this is reflected in their high attendance and very positive attitudes to learning. The promotion of pupils' spiritual, moral, social and cultural development is good, especially in the arts, music and sport, where pupils have gained national recognition.

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	1
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	2
Taking into account: Pupils' attendance ¹	1
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 across the school with evidence of stronger teaching in several lessons. In the better lessons, good planning ensures that varied and often practical activities and resources are provided that meet the needs of pupils well, especially in science and English. The school has recently revised its assessment and tracking systems and in the good lessons the results of this clearly inform teaching and help teaching assistants target support sessions correctly. Whilst the quality of teaching is improving, the new practices are not being used consistently across all classes. Sometimes, activities are planned to meet the differing abilities of pupils but are not effectively put into practice. Some lessons lack the necessary pace and challenge, especially for the more able. Occasionally, teachers talk for too long and pupils are not sufficiently encouraged to demonstrate their own learning and work independently of adult support. The good practices of pupils assessing their own and others' work are also not used consistently

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across all classes. As a result, the good individual pupil target-setting system introduced recently is not yet as effective as it could be.

The curriculum is rich, varied and provides a wide range of experiences which contribute strongly to pupils' personal development and well-being. Although teachers do not always adjust tasks to match individual needs the curriculum is planned well. Changes are in place to ensure the curriculum is now meeting the needs of most pupils and success is evident, especially in the Early Years Foundation Stage and Key Stage 1. The renewed focus on core literacy and numeracy is already impacting strongly upon pupils' learning. Cross-curricular provision is often outstanding, as well as the use of ICT to engage learners and develop their workplace skills. The ability to access school resources on-line is especially valued by the pupils. The school provides a wide range of opportunities for pupils to learn about and have direct experience of different cultures around the world. The programme of extra-curricular activities is extensive and very well supported by all groups of pupils.

The quality of the care, guidance and support provided by the school is good. The learning mentor and inclusion manager ensure that transition arrangements when pupils start and leave school are excellent. Support for pupils who are vulnerable due to their circumstances is also good, with parents and carers extensively involved. The range of additional learning programmes provided to meet the needs of pupils is good and their impact beginning to be evidenced. The breakfast club is constantly oversubscribed and provides many pupils with a healthy and stimulating start to each day in school. The school does much to promote attendance, especially with some families who do not communicate with the school routinely and this has improved to high levels over the last two years. The success of the school's provision is seen in the colourful, vibrant and welcoming environment of the school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership has responded to the challenges of recent years and restructured staffing is beginning to recover attainment to the level of the last inspection. There is a clear and well-coordinated drive towards improvement, with higher expectations and better practices for targeting underachievement. Some areas of self-evaluation practice are underdeveloped, however, notably the monitoring role of subject leaders. Whole-school plans are in place for driving forward improvement, but some of these lack a sharpness of focus which limits their effective use and the evaluation of their impact. Senior leaders and managers recognise that they need to evaluate more regularly the ongoing progress of

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groups of pupils in order to monitor their learning more effectively. The governing body provides satisfactory management. Governors are committed to the vision of the headteacher and staff, although their understanding of the strengths and weaknesses of the school is underdeveloped through a lack of suitable training.

Safeguarding practices are effective, reflecting the levels of care within the school. There is reliable practice in the appointment and vetting of staff and on-site security. Engagement with parents and carers is also effective with a wide range of meetings, printed communications and popular community open days. The school promotes community cohesion very well with a set of planned actions ensuring that pupils have a detailed understanding of and contact with different cultures and ways of life around the world. Partnership-working is thorough, and brings a capacity to the school it would otherwise not have. The promotion of equality of opportunity is satisfactory, reflecting the variability in the quality of teaching. Nevertheless, gaps in pupils' performance are closing. Discrimination is extremely rare and, when encountered, is dealt with very well.

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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly and happily into the safe environment of the Early Years Foundation Stage, helped by the sensitive induction arrangements and good care they receive. A strong focus upon developing children's language and personal and creative skills is increasing children's self-confidence. Since the last inspection good practices have been developed in assessing children's learning. These are used effectively by teachers to plan lessons that match children's needs and also to inform parents and carers about their children's progress. Good and sometimes outstanding teaching, in an environment that caters well for their needs, leads to good progress. Progress in personal development is often very good because this is given a high priority by staff. As a result, behaviour is

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good. Children with special educational needs and/or disabilities also make good progress because of the additional support they receive. Teachers plan a wide range of activities with a good balance between those they direct and others children choose for themselves. There has been considerable improvement in the outdoor learning area recently and this contributes well to children's learning, especially about the natural world. By the time children leave the Early Years Foundation Stage setting they are able to play and work together well. Leadership and management are effective with the recently appointed coordinator quickly coordinating her team and establishing good practices. Staff training is up to date and welfare requirements are met. Safeguarding practices are thorough. There are detailed plans in place for driving further improvement.

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 very large majority of parents and carers who returned the inspection questionnaires are very happy with all aspects of the school. They consider it provides a safe and caring environment for their children and that it is well led and managed. Inspectors found that pupils' learning and progress are satisfactory and that the quality of leadership and management is satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sandal 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 209 completed questionnaires by the end of the on-site inspection. In total, there are 447 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	152	73	54	26	2	1	0	0
The school keeps my child safe	129	62	72	34	7	3	1	0
My school informs me about my child's progress	78	37	114	55	14	7	2	1
My child is making enough progress at this school	93	44	97	46	12	6	2	1
The teaching is good at this school	115	55	83	40	4	2	0	0
The school helps me to support my child's learning	93	44	105	50	7	3	0	0
The school helps my child to have a healthy lifestyle	101	48	99	47	7	3	1	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)	100	48	88	42	3	1	0	0
The school meets my child's particular needs	98	47	100	48	5	2	1	0
The school deals effectively with unacceptable behaviour	77	37	109	52	7	3	2	1
The school takes account of my suggestions and concerns	62	30	117	56	15	7	2	1
The school is led and managed effectively	91	44	99	47	13	6	0	0
Overall, I am happy with my child's experience at this school	132	63	69	33	6	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 March 2011

Dear Pupils

Inspection of Sandal Primary School, Shipley BD17 5DH

Thank you for the warm welcome you gave the inspectors when we visited your school recently. You were very friendly and polite. You told us a lot of interesting things about your school and you are clearly very proud of it.

Sandal Primary is a satisfactory school. It has some good and outstanding features and is improving after a dip in its performance over the last few years. You get a good start to your learning in the Nursery and Reception and make good progress as a result of the effective teaching, welfare, and leadership and management there. Your progress within the rest of the school is satisfactory but improving as new ways of working are introduced. The large majority of you leave the school with average standards in English and mathematics, but there are signs that your attainment is rising now to above-average levels. Teaching is satisfactory but also improving and we saw some good and outstanding lessons. You are provided with a wide range of subjects. Your attendance is excellent. Well done! Your behaviour is good and you say you feel very safe and well looked after in the school because of the good care, guidance and support that is provided. We have asked the school's leaders to consider the following points to help it improve further.

- Make sure that all your lessons are at least good.
- Ensure that the governing body has a clear understanding of where the school needs to improve.
- Check what is going on in lessons more frequently, to be certain about how things should improve and then make clear school plans to tackle any concerns.

You can all help by telling your teachers how you learn best and if you have any problems. I wish you all the best for the future.

Yours sincerely,

Nigel Cromey-Hawke

Lead inspector

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