

# Barkerend Primary School

## Inspection report

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<b>Unique Reference Number</b>	107202
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356104
<b>Inspection dates</b>	30–31 March 2011
<b>Reporting inspector</b>	Kevin Johnson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	498
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tim Taylor
<b>Headteacher</b>	Ms Lucinda Fewlass
<b>Date of previous school inspection</b>	9 October 2007
<b>School address</b>	Hendford Drive Pollard Park, Bradford West Yorkshire BD3 0QT
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## Introduction

This inspection was carried out by four additional inspectors. The inspection team observed 20 lessons and saw 16 teachers. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at national assessment data and the school's assessments, samples of pupils' work, school policies and minutes from governing body meetings, curriculum documentation and that relating to safeguarding. Also taken into account were 371 questionnaires returned by parents and carers as well as those from staff members and a sample of pupils.

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

- Is there evidence to show improved progress and achievement particularly for pupils who are potentially vulnerable?
- Do teachers use assessment information consistently and effectively to promote good learning?
- Do pupils behave well, work hard and get on well with one another?

## Information about the school

Most pupils in this larger-than-average primary school are Asian or Asian British. Almost half are of Pakistani heritage and a broadly similar number, Bangladeshi. The proportion of pupils known to be eligible for free school meals is very high when compared with most primary schools. A similar proportion have special educational needs and/or disabilities. A very large majority of pupils speak English as an additional language with some at an early stage of acquiring English when they join the school.

The school has achieved Healthy School status, Activemark and Artsmark in recognition of its work to promote healthy lifestyles and curriculum development. A breakfast club provides additional care for pupils before school begins.

**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. Accurate self-evaluation has led to decisive action by leaders and managers at all levels and enabled the school to build effectively on the solid groundwork identified at the last inspection. There have been significant improvements in key areas of the school's work. Teaching and learning have improved, resulting in good progress and a rising trend in attainment. Outstanding care, guidance and support have led to pupils' good spiritual, moral, social and cultural development and procedures for safeguarding pupils are also outstanding. These contributing factors to the school's success are clear evidence of leaders' good capacity for sustained improvement.

Children are given a good start in the Early Years Foundation Stage from very low stages of development in language and mathematical understanding for their age on entering Nursery. A majority of children begin school at an early stage of learning English. Well-planned support for speaking and listening and early reading skills quickly boosts children's confidence and enables them to make good progress. Pupils with special educational needs and/or disabilities make good progress because provision for them is carefully tailored to their particular needs. A wide range of initiatives, delivered by skilled staff, engage pupils well. Detailed checking of their progress ensures that their work improves steadily. School assessment data and pupils' current work indicate a continuing rising trend in attainment at the end of Year 6. Most pupils achieved age-expected levels in English and mathematics in 2010. This represents good achievement given pupils' starting points. Nevertheless, attainment in English is not high enough, especially in the number of pupils who reach higher levels in writing and for boys' writing generally.

Pupils enjoy school, not least because of the engaging curriculum which has an exceptional range of activities to enrich their experiences outside of the classroom. Within their overall good personal development, pupils make an outstanding contribution to their school and wider community and have an equally impressive understanding of what it means to maintain a healthy lifestyle. Most of the teaching and learning are good and there is a small amount of outstanding teaching. Despite good improvement, school leaders are not complacent, and have recognised that best practice could be shared more effectively in order to eliminate the few remaining inconsistencies.

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

- Raise attainment in English throughout the school by:
  - fully embedding planned strategies to encourage writing, for a range of purposes, across the curriculum
  - ensuring that the more-able pupils are always rigorously challenged by writing tasks.

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- Improve the consistency of good and better teaching by:
  - sharing the best practice effectively across the whole school.¿

## Outcomes for individuals and groups of pupils

2

Pupils learn well in lessons because they are keen to succeed. This makes them attentive to their teachers, and well behaved. They enjoy working independently, and help each other out with spellings and problem solving during lessons. Pupils are not afraid to share their ideas openly because they know that teachers value the contribution they make. They are very enthusiastic when describing the range of learning they engage in, including that outside the classroom. When asked which were their favourite lessons some pupils replied, 'All of them'. Pupils know their targets well and find teachers' marking helpful in showing them how to improve.

Good strategies to improve progress, seen in Key Stage 1 at the last inspection, are now having a positive impact in Year 3 to Year 6. Improvement in reading has been a particular success. The whole-school drive to encourage and improve reading, through well-targeted intervention, especially for those who speak English as an additional language, has been boosted by the positive way in which parents and carers have become involved in helping their children. The performances of groups and individual pupils in all subjects are checked frequently to ensure a good rate of progress is maintained, and no group underachieves. Attainment overall at the end of Year 2 is average, having risen steadily over the past three years. There was good improvement at the end of Year 6 in 2010 and inspection evidence indicates that this will be sustained and further built upon when the full impact of improved strategies is seen. Currently, the school is intent on improving pupils' writing in order to raise attainment in English further by ensuring more-able pupils reach their full potential in writing.

Pupils' good personal qualities stem from their enthusiasm for school and the very positive guidance they receive. Relationships are good. Pupils say that there is no physical or cyber-bullying and they are tolerant of one another's differences. The school council is extremely active in school matters, including staff appointments, and ensures that every pupil's voice is heard. Pupils run a healthy tuck shop and actively promote healthy eating. Some take on caring roles in the dining room, or playground where they organise activities. Pupils gain a sense of their rights within the community by celebrating local festivals and raising money for local and national charities. Pupils are extremely clear about the benefits of a sensible diet and exercise routine. They are also aware of pressures that can cause emotional upsets and are very mindful and supportive of one another.

Pupils have good opportunities to develop enterprise skills by working with visiting 'Enterprise Angels' and effectively test their skills, for example, by planning and costing the production of items then calculating profit and loss as part of a Health Week project. Added to their above average attendance and good personal qualities, they are well prepared to develop skills needed for a secure economic future.

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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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	2
<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?

Teachers use their good subject knowledge to plan lessons well and generally match work to pupils' needs. In a small number of lessons work set proves to be either too easy for the most able or too difficult for those who need the most support. Sometimes the teacher talks for too long so pupils are not as engaged as they might be in practical learning. These inconsistencies are not common but nevertheless indicate that the strongest practice is not fully consistent. Teachers put electronic whiteboards to good use in order to present new ideas clearly. This also helps to keep pupils interested and focused on learning. Relationships in lessons are good and teachers' use of positive encouragement motivates pupils well. This is a feature of the best teaching and learning where the lessons are conducted at pace and pupils are given responsibility for deciding on their own next steps in learning. Lessons are generally fun for pupils and they are frequently challenged to think for themselves. Good speaking and listening opportunities are a feature of most lessons. Teachers' marking is good. Effective questioning, such as asking pupils to explain how they did their work, generally allows teachers to assess pupils' understanding accurately. Teaching assistants are valued members of the teaching team and make a significant contribution to pupils' good learning.

The curriculum provides well for most pupils, particularly the large number who speak English as an additional language. A very successful element of provision for them is the exceptionally well-stocked and efficiently run library which encourages pupils and their

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parents and carers to read more at home. The strong emphasis on literacy and numeracy is beginning to show improved results in attainment. There is an increasing focus on speaking and listening skills and teachers are beginning to plan more writing opportunities across the curriculum for a range of purposes but the challenge for more-able pupils, especially in writing, is still a weaker element. Productive partnerships with the local high school enhance pupils' learning in the performing arts, sports and mathematics. An outstanding feature of the curriculum is the exciting range of activities, including residential visits, which enrich pupils' learning outside of normal lesson times.

Parents and carers agree overwhelmingly about the high quality of care provided for their children. Pupils fully endorse that view, confident that there is always an adult on hand to give them the help and support they need. Potentially vulnerable pupils are extremely well cared for. In addition to first-class liaison with other agencies to provide specialist support, there is the nurture group which is an outstanding measure of the extent to which the school acknowledges needs of all pupils. Arrangements for pupils to join and leave the school are very supportive. Parents and carers are very happy about the range of opportunities available to them for contact with the school. Additional care provided through the well-attended breakfast club is greatly appreciated. This also has a good impact on pupils' punctuality and effectively contributes to the school's closely monitored above average attendance.

*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>1</b>

## How effective are leadership and management?

Incisive analysis of the school's needs by the headteacher and restructuring of senior management roles to ensure that priorities are met have driven the school forward since the last inspection. Rigorous monitoring of teaching quality, professional development, local authority support and some astute appointments have ensured the strengthening teaching and learning, following an earlier unsettled period. Those with subject leadership responsibilities are clear about what has improved and what can be developed and, with other leaders, contribute well to the collective drive for continued improvement. The governing body challenges and supports the school well and is an effective partner in the school's improvement.

The paramount importance it gives to pupils' well-being results in outstanding safeguarding measures. High quality policies, cross-referenced to cover all aspects of safety, the clarity of staff and pupils' roles, governors' expertise and the rigorous checking of systems are deeply embedded in governing body procedures. Leaders challenge all forms of discrimination. While monitoring actions to ensure that more-able pupils reach

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their potential, they work hard to ensure that pupils' equally are given the opportunities needed to achieve their best. Community cohesion is promoted well. The impact of the school's work is seen in the culturally harmonious environment in which pupils and other community groups work. Part of the school's curriculum enrichment is the work which pupils do with other Bradford schools to share ideas and compare lifestyles. There are realistic plans to engage with communities farther afield.

*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>1</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

Good leadership and management of the Early Years Foundation Stage result in children's good learning and development. From generally very low stages of development for their age children make good progress so that most are working within their expected goals by the end of Reception and a few children are attaining some of them. Highly focused provision for early reading and speaking skills ensures that children at an early stage of acquiring English get off to a good start. Teachers are very skilled at encouraging children to talk and learn letter sounds. This raises expectations and results in children approaching writing purposefully and with more confidence. There is a good balance between activities led by adults and those which children choose for themselves. Good use of the outdoor area allows children to explore ideas through their play but planning for exploration of mathematical ideas, both indoors and outside is not as strong as it is for other areas of learning. Provision for children's welfare is good. Parents and carers are welcomed and many take the time to read with their children at the start of the day. Staff members are very watchful over children's well-being and all are involved in the process of recording and planning the steps in children's learning. Personal, social and emotional development is given high priority. Consequently, children quickly settle into routines, make friends and become active, enthusiastic learners.



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*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:	2
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

A large majority of parents and carers returned questionnaires, the overwhelming majority of whom say that their children enjoy school and that they are happy overall with what the school provides. A few parents and carers raised concerns covering a range of aspects, the most commonly mentioned being linked to communication with the school and support for children's learning. Both of these issues were investigated as part of the inspection and judged by inspectors to be good. These and all other issues raised were discussed with school leaders while ensuring that the anonymity of all parents and carers was protected.

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

Ofsted invited all the registered parents and carers of pupils registered at Barkerend 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 371 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	204	55	161	43	3	1	3	1
The school keeps my child safe	204	55	155	42	8	2	1	0
My school informs me about my child's progress	192	52	160	43	11	3	2	1
My child is making enough progress at this school	145	39	196	53	27	7	1	0
The teaching is good at this school	163	44	185	50	20	5	1	0
The school helps me to support my child's learning	155	42	180	49	28	8	3	1
The school helps my child to have a healthy lifestyle	167	45	183	49	18	5	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)	141	38	193	52	16	4	2	1
The school meets my child's particular needs	126	34	209	56	22	6	4	1
The school deals effectively with unacceptable behaviour	140	38	193	52	23	6	5	1
The school takes account of my suggestions and concerns	133	36	179	48	38	10	10	3
The school is led and managed effectively	148	40	189	51	19	5	0	0
Overall, I am happy with my child's experience at this school	170	46	188	51	11	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](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.**



1 April 2011

Dear Pupils

**Inspection of Barkerend Primary School, Bradford, BD3 0QT**

Thank you for giving all of us such a warm welcome when we came to inspect your school recently. We enjoyed talking to you about your school and about how much you enjoy all of the exciting activities which take place. We were impressed by your politeness and good manners and noticed how well behaved you are around the school. You seem to enjoy school so much that your attendance is above average. Well done! All of those things are very important so do keep them up.

Barkerend is a good school. There have been good improvements since the last time it was inspected. You make good progress and achieve well but the standards you reach in English, especially writing, could be better and more of you could reach a higher level. Teachers work hard to make your lesson fun and plan some really exciting things for you to do. The grown-ups in school take extremely good care of you and you take good care of one another.

Your parents and carers, teachers, and the governing body are very proud of your school and the way you have helped them to make it good. I am sure you will agree with them in wanting it to be even better. To help that to happen I have asked them to do two things. The first is to help you to reach higher standards in English by making sure that their plans to make you better writers really do work, and that those of you who are able to reach Level 5 in writing are challenged strongly to do so. The second thing is for your teachers to continue working together to make all lessons as good as the very best ones.

Yours sincerely

Kevin Johnson

Lead inspector

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