

# Atlas Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	107295
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	363721
<b>Inspection dates</b>	6–7 April 2011
<b>Reporting inspector</b>	Jane Hughes

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>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Jones
<b>Headteacher</b>	Miss Caroline Carr
<b>Date of previous school inspection</b>	7 July 2008
<b>School address</b>	Lincoln Close Manningham, Bradford West Yorkshire BD8 8DL
<b>Telephone number</b>	01274 495190
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<b>Email address</b>	office@atlas.bradford.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed nine teachers. Inspectors held meetings with members of the governing body and staff and talked with pupils, parents and carers. They observed the school's work, and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 57 parents and carers, as well as those from pupils and staff.

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

- Whether higher ability pupils achieve well enough.
- Whether improvements in outcomes for children in the early years are raising attainment in Key Stage 1.
- Whether teaching is consistently good, particularly in its use of assessment information to support all groups of pupils.
- Whether the school's promotion of attendance is effective.
- How well leaders at all levels are developing and sustaining improved performance throughout the school.

## Information about the school

The school is of average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is double the average. Almost all pupils are of Pakistani heritage and speak English as an additional language. A larger than average proportion of pupils has special educational needs and/or disabilities. The school has achieved Healthy School status, the Drugs Charter award and Investors in People.

The previous headteacher left the school in July 2010. The substantive deputy headteacher became the acting headteacher in September 2010. The acting deputy headteacher was seconded at the same time from another school within the local authority.

**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

Atlas Community Primary is a good school. It has several outstanding elements to its work. At its heart is a highly inclusive approach that promotes outstanding equality of opportunity for all. The acting headteacher knows the local community well and is held in high regard. She sets an excellent example for all staff and leaders to follow. Together with the acting deputy headteacher, the acting headteacher is providing outstanding leadership enabling the school to go from strength to strength in all aspects of its work and to build substantially on strengths established over recent years. A keen sense of ambition for pupils, families and staff runs throughout the school. High quality support for teachers and their assistants ensures that professional expertise continues to develop apace in school. Morale is very high and staff feel appreciated. The school has improved in key areas since its last inspection. Self-evaluation is accurate, rigorous and well evidenced. Despite the temporary nature of the leadership, and together with the relatively new governing body, the school is moving forward as can be seen in the improving outcomes for pupils and demonstrates securely a good capacity for sustained improvement.

Pupils learn and progress well from starting points generally well below those expected. Outcomes for pupils, including those with special educational needs and/or disabilities, are good and continue to improve. Attainment in English and mathematics is average by the time pupils leave Year 6, although pupils' progress in writing is less rapid than in other subjects. Children do well in the Early Years Foundation Stage, although aspects of outdoor provision and language support are underdeveloped. The quality of teaching is good and improving and ensures pupils learn well, although, some elements of satisfactory teaching remain. As they behave outstandingly well, pupils make the most of their time at Atlas. They have a highly developed sense of how to stay safe. Their outstanding spiritual, moral, social and cultural development ensures that strong personal insight and purpose guides them in their work and play. Parents and carers confirm that, 'Atlas is a very motivating school'.

Exemplary care, guidance and support ensure pupils feel totally at ease in school. This results in positive 'can do' attitudes and increased self-confidence. Pupils and families overcome barriers to learning as a result. Parents and carers perceive the school to be 'a home from home'. The school promotes community cohesion outstandingly well. A wide range of local, national and worldwide links across a range of schools and social contexts help pupils to develop a clear understanding of the differences and similarities between their lives and those of others. Attendance has improved significantly in response to the school's vigorous efforts and is now average. However, the current work and strategies relating to the promotion of good attendance focuses too narrowly on the minority of harder-to-reach families and pupils.

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

- Raise attainment in English and mathematics and accelerate pupils' progress in writing by eradicating the remaining pockets of satisfactory teaching so that all is good and increasingly outstanding.
- Develop further the provision in the Early Years Foundation Stage by:
  - ensuring all early years staff model the use of speech and language at every opportunity
  - ensuring the quality of the learning opportunities outdoors in Reception reflect those that children experience inside.
- Consolidate the rapid rise in overall attendance by developing even more innovative strategies to encourage all pupils to attend school more regularly and to convince their parents and carers of the role of good attendance in supporting their children's effective learning.

## Outcomes for individuals and groups of pupils

2

Pupils behave exceptionally well and engage readily in lessons. They thoroughly enjoy games and generate huge excitement as, for instance, Year 6 pupils tackle rounding up and down or work out how best to spend a limited budget at a takeaway cafe. Higher ability pupils successfully support their classmates so that everyone can participate in fast-moving warm-up games. Pupils conscientiously discuss their thoughts with 'talk partners' during lessons and also accurately assess their own work and that of their peers. Pupils are increasingly aspirational and know that doing well at school is important for their future well-being. They tackle independent activities with relish and are keenly aware of their literacy and numeracy targets. Pupils make good use of their 'target bookmarks' and ensure that they work carefully towards these targets.

Attainment is average and rising rapidly in all year groups. Higher achievement by the end of the Reception Year, coupled with accelerating progress, means pupils are now on track to attain more highly by the end of Year 2. Throughout the school, more pupils, including the more able, now work at the levels expected for their ages in reading, writing and mathematics, although pupils' writing skills take longer to consolidate. Pupils with special educational needs and/or disabilities make similarly good rates of progress to others because of the well-founded individual learning programmes they enjoy. Overall, pupils achieve well and very much enjoy school.

Pupils all agree that Atlas is a safe school. In the inspection questionnaire and during discussions with inspectors, all pupils agreed that they feel safe from bullying and know what to do if they see any rare instances. They learn about living healthy lives and enjoy a range of sporting and art activities. Pupils show high levels of respect for each other. They develop a range of skills and personal qualities such as honesty, respect and tolerance necessary for living and working together in a highly positive way. For example, they sing and pray together in an atmosphere of shared understanding during assemblies and learn about goodness and forgiveness. Parents and carers describe the school as 'like a small community where all the children know and help each other'.

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*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>1</b>
<b>Pupils' behaviour</b>	<b>1</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>1</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?

Work is well matched to pupils' individual needs, with strong levels of challenge in particular for higher-ability pupils. Teachers regularly check pupils' understanding with targeted questions and answers and this ensures pupils provide verbal explanations that support well the development of their speaking and listening skills. In most lessons, the pace of delivery and learning is brisk. Teaching assistants play an active part in ensuring different groups of pupils learn well. They bring detailed knowledge of individuals into lessons and ensure pupils engage purposefully in each activity. Teachers plan effectively to meet the needs of all groups. Staff engage pupils well in classroom activities. Some teaching is slightly less effective at times.

The creative curriculum inspires pupils as they choose topics to study which are relevant to their own lives. Because pupils' writing skills have historically been weaker, a new writing initiative has been introduced that motivates pupils well. Similarly, there is now a key emphasis on pupils' speaking and listening skills which have been weaker elements resulting in pupils' slower progress in writing. A focus on providing external experiences also involves parents and carers. For example, everyone enjoyed a recent cinema visit to watch 'The Journey to Mecca'. Pupils particularly value the new philosophical approaches and enjoy arguing with evidence. They debate such issues as 'do we ever show our real self?'

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Pupils say that they feel extremely well cared for. The breakfast club, which resembles a family party, provides a positive start to the day with strong support for pupils' emotional health and enjoyment. Pupils are very confident that their school is improving and that they are helped to do well in lessons. They say that teachers help them understand how to improve their work. Parents and carers are similarly appreciative of the high quality pastoral care and guidance. Many 'stay and play' with their children and enjoy learning tips to use at home on how to support children's learning out of school. Comprehensive induction and transition arrangements ensure pupils move smoothly from one phase in their learning to the next. Procedures to promote pupils' better attendance have been successful and significantly reduced instances of persistent absence.

Close liaison with local faith leaders leads to consensus concerning days of religious observance and contributes to rapidly improving attendance. The school follows up all absences rigorously and provides 'attendance parties' which pupils thoroughly enjoy. However, on occasion, opportunities are missed to persuade all pupils and their families, not just the hardest to reach, of the importance of good 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?**

The acting headteacher has detailed knowledge of the school and community following several years of senior leadership at Atlas. She, and the acting deputy headteacher, embed ambition and drive the improvement agenda exceptionally well. They demonstrate relentless determination to improve pupils' performance and life chances at every opportunity. They are exceptionally strong role models and the staff team have responded wholeheartedly in their professional approach to moving the school forward. Leaders at all levels play a significant strategic role in ensuring school improvement. They know that they are expected to make an impact and to disseminate their knowledge throughout the staff team. Electronic data tracking systems are firmly established. The school's continued improvement is firmly rooted in rigorous and timely monitoring of each pupil's attainment and progress. Senior leaders ensure that all staff feel valued. The robust monitoring of the quality of teaching and learning has swiftly eliminated previous inadequacies in teaching and the proportion of good teaching has improved significantly. Consequently, pupils make at least good progress in most lessons. The remaining satisfactory teaching is being effectively addressed through carefully targeted professional development. The impact of this support is regularly reviewed and integrated into the termly updates of the school development plan by highly-focused senior leaders.

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Satisfactory governance provides thoughtful support and developing challenge to ensure that improvements continue. The relatively new governing body is rapidly gaining expertise through relevant training to increase its effectiveness and impact on school improvement. The governing body brings significant new skills to the school, particularly in the area of communication, language and literacy which is an identified priority for improvement. The school enjoys strongly positive relationships with parents and carers, although there is still a very small minority who are not supportive enough of the school's efforts to improve pupils' attendance.

The school adopts recommended good safeguarding practice across all areas of its work. Key staff are trained in child protection and first aid. All children are required to sign an e-safety document. There are well documented recording systems for supporting vulnerable pupils and strong links with a range of relevant agencies such as the nursing team and the community worker.

Adults promote equality of opportunity and tackle discrimination to the highest standard. Pupils' individual skills are accurately identified so that they benefit from the right level of support. Staff training enables staff to meet the needs of learners so that gaps between the performance of different groups are now closing rapidly. Vulnerable pupils receive individual support such as activities to enhance their emotional development. These help them to fulfil their potential while in school.

The school's work in promoting community cohesion is outstanding and builds strongly on previous initiatives. There is a clear understanding of the local context and community. The acting headteacher is a visible presence in the community, building links with faith leaders, and joining family gatherings. Links with other schools with differing ethnicities provide new experiences for pupils, such as creating and filming a 'soap opera' featuring two schools to develop speaking and listening skills. The school links via new technologies to Islamabad. The school deploys its resources well. It achieves good outcomes for pupils and provides good value for money.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>3</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. They settle quickly due to the comprehensive induction programme and home visits by staff. Children behave well, enjoy their learning, and play imaginatively and safely.

Indoors, the learning environments are vibrant, language-rich and full of resources designed to engage children readily in their learning. Outdoors, there are fewer high quality learning opportunities available for children, particularly in the Reception Year.

Almost all children have skills well below those expected for their age when they arrive. This is particularly so in terms of their social and emotional development, language and writing skills. Children make good progress from their starting points. Some children in Reception write full sentences while others are at differing stages of mark-making. Children are familiar with the daily routines. They are good at taking turns and listening to each other. For example, a small group took turns to describe their favourite television programme while everyone else listened carefully. Staff care for children and meet their individual needs exceptionally well. Relationships are strong and adults listen to what children have to say. At times, adults do not use spoken language frequently enough, for example, during lulls in conversation at snack times.

The Early Years Foundation Stage is well led and managed. Practitioners are reflective and are keen to improve the provision. Parents and carers appreciate the opportunities to 'stay and play' and to be increasingly involved in their children's learning. Staff have a good knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage.

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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:	
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

Approximately one quarter of parents and carers returned the inspection questionnaire. These, and the discussions inspectors held with parents and carers during the inspection, provide a resounding endorsement for all aspects of the school's work. Parents and carers confirm in particular that their children enjoy school, that the school keeps children safe, that their children are making enough progress and that good teaching helps their children to prepare well for the future. They typically comment, 'the acting head and teachers have worked very hard to maintain and improve the school'. These views are similar to inspectors' judgements. No parents or carers expressed any specific concerns about the school. There was no pattern to the very few individual negative responses in the questionnaires.

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

Ofsted invited all the registered parents and carers of pupils registered at Atlas Community 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	18	32	0	0	0	0
The school keeps my child safe	40	70	16	28	0	0	0	0
My school informs me about my child's progress	34	60	20	35	2	4	0	0
My child is making enough progress at this school	30	53	24	42	0	0	0	0
The teaching is good at this school	32	56	23	40	0	0	0	0
The school helps me to support my child's learning	29	51	24	42	1	2	0	0
The school helps my child to have a healthy lifestyle	25	44	29	51	1	2	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)	24	42	28	49	0	0	0	0
The school meets my child's particular needs	26	46	28	49	0	0	1	2
The school deals effectively with unacceptable behaviour	29	51	25	44	1	2	0	0
The school takes account of my suggestions and concerns	27	47	24	42	0	0	0	0
The school is led and managed effectively	24	42	30	53	1	2	0	0
Overall, I am happy with my child's experience at this school	37	65	18	32	0	0	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.**



8 April 2011

Dear Pupils

**Inspection of Atlas Community Primary School, Bradford, BD8 8DL**

Thank you for being so friendly when we inspected your school recently. We enjoyed looking at your work and listening to your views about school. I am writing to tell you what we found out.

We judge that Atlas Community Primary School is a good school. Some things are outstanding. You have excellent knowledge of how to stay safe, you behave exceptionally well and develop first class personal qualities. The adults take excellent care of you and help you with any problems. You told us that you feel safe in school and learn lots in lessons, including how to stay fit and healthy. You are making good progress in your learning and are reaching average and increasingly higher standards. Your teachers do a good job in helping you to make the most of your time in school. Children in the Nursery and Reception classes get off to a good start.

Part of our job is to see what your school could do better. We have identified three things that need to improve. We want the adults to help to raise your attainment and continue to increase the progress you make in writing. You can help by continuing to try hard with all aspects of your writing. We also want the adults to make sure that attendance levels continue to rise. Please remind your parents and carers how important it is that you come to school every day. We have also asked that children in Reception have better opportunities to learn lots of different things outdoors.

Enjoy all the trips and visits you and your teachers are planning over the summer!

We send our very best wishes for the future.

Yours sincerely,

Jane Hughes

Lead Inspector

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