

Shibden Head Primary School

Inspection report

Unique Reference Number	107290
Local authority	Bradford
Inspection number	395416
Inspection dates	13–14 June 2012
Lead inspector	Keith Bardon

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair	Steven Ockerby
Headteacher	C Holdsworth / T Berry
Date of previous school inspection	31 October 2007
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Introduction

Inspection team

Keith Bardon
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James McGrath

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 23 lessons, observing 14 teachers. They heard pupils from Years 1, 2 and 6 read, held meetings with staff, members of the governing body and pupils, and talked informally with parents and carers. Inspectors observed the school's work and looked at a range of evidence including policies, the school's improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. Also, they analysed 115 questionnaires returned by parents and carers and those completed by pupils and staff.

Information about the school

Shibden Head is larger than the average-sized primary school. A very large majority of pupils are of White British heritage and few have a first language other than English. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils or who are supported by school action plus or with a statement of special educational needs is well below average. The school meets the current floor standard which sets the government's minimum expectations for attainment and progress. The school is an Investor in Pupils, has Healthy School status, holds the Basic Skills Quality Mark, Artsmark Gold award, Sing Up Gold award and has achieved the Leading Parent Partnership award. Since the start of the current academic year leadership has been shared between two co-headteachers. Privately managed before-school, after-school and holiday care is available to pupils in a building adjacent to the school. A pre-school nursery operates in the same building during the day. These facilities will be the subject of separate inspections and reports will appear on the Ofsted website in due course.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- Shibden Head is a good school which makes outstanding provision for pupils' spiritual, moral, social and cultural development. The school is not yet outstanding because the quality of teaching and pupils' achievement are both good rather than better.
- From starting points on entry to Reception that are broadly in line with age-related expectations, pupils make good progress as they move through the school. By the end of Year 6 pupils' attainment in reading, writing and mathematics is above average. However, the most-able pupils do not consistently make rapid progress in writing. Nevertheless, pupils transfer to high school well equipped for the next stage in their education.
- Lessons are organised well and provide stimulating opportunities for learning. The school is successfully changing to a more skills-based 'challenge' curriculum which pupils enjoy and gain much from. Implementation is not yet complete but an excellent start has been made. Teachers regularly share lesson objectives with pupils but do not always make these clear or precise enough. There are examples of very effective marking but also occasions when pupils are not given sufficient information about what they have done well and what could be improved.
- Pupils behave exceptionally well and are highly motivated to learn. They pay very close attention to what teachers are saying and follow all instructions precisely and comprehensively. They rise to a challenge with considerable enthusiasm and welcome tasks which require them to think for themselves. Older pupils readily help younger ones and throughout the school there is an atmosphere of complete harmony and mutual respect.
- The school is led and managed well. Leaders and managers have responded decisively to a dip in performance last year and, working cohesively as a team, have returned the school to a good level of effectiveness. The governing body maintains a high profile around school, balancing the support it provides with challenge for improvement.

What does the school need to do to improve further?

- Raise the quality of teaching further by:
 - making better use of lesson objectives to provide pupils with clear and precise targets to aim for
 - improving the consistency of marking so that all pupils are given clear information about what they have done well and what could be improved.
- Ensure all opportunities for learning provided by the 'challenge' curriculum are fully utilised, in particular to increase the proportion of pupils who attain an above average level in writing.

Main Report

Achievement of pupils

Most children enter school with skills and knowledge that are expected for their age. The good progress children make in the Early Years Foundation Stage continues through Key Stages 1 and 2. Throughout their time in school they acquire knowledge, understanding and skills at a good pace. Although there was a dip in standards in 2011, over time pupils' attainment at the end of Year 6 is above average. A difference in the attainment between ability groups which appeared last year has been investigated thoroughly and well-considered measures put in place to close the gap. These are having the required effect and a much higher proportion of pupils who were average attaining at the end of Key Stage 1 are now achieving the expected level for their age in Year 6. Improvement is particularly evident in writing. Most Year 6 pupils write confidently and competently in a range of styles and use vocabulary, punctuation and grammar to good effect. Phrases such as, 'On arrival we tiptoed slowly into the gloomy, misshapen study...', regularly enliven their stories and make them pleasurable to read. Pupils' work and the school's assessment data show standards in writing to be rising at a good rate across the school as a whole. However, the proportion of Year 6 pupils who write to a high standard for their age is increasing steadily rather than quickly and is in line with the national average rather than above.

Pupils' attainment in reading is above average at the end of both Key Stage 1 and Key Stage 2. With few exceptions Year 2 pupils read accurately and with understanding. They recognise a good range of words on sight and sound out those that are unfamiliar with determination, repeating them until they are satisfied they have got them right. The more-able pupils read fluently, varying the pace and inference in response to the text. Lower-ability pupils lack this fluency but many of their skills are close to those expected for their age. By Year 6, pupils read a wide range of texts confidently and have acquired clear preferences in their choice of authors and content. Their ability to interpret written information accurately aids their learning across the curriculum as a whole and ensures that any instructions are followed precisely. Pupils' reading and other basic skills, including their ability to calculate accurately and solve mathematical problems competently, put them in a strong position to succeed in their future learning. Provision for disabled pupils and those who have special educational needs is carefully targeted and well organised. The support provided meets pupils' needs well and they make good progress in their learning.

Quality of teaching

Lessons are planned thoroughly and teachers use a wide range of well-chosen strategies to stimulate and maintain pupils' interest. New work is introduced clearly but, at times, the lesson objectives teachers share with pupils lack precision and do not provide them with sufficient understanding of what they are expecting to achieve. In some of the most effective lessons teachers encourage pupils to evaluate for themselves the gains they are making, effectively promoting their self-assessment skills. While pupils' work is marked regularly, there are inconsistencies in the quality of information pupils receive in different classes.

Teachers have adapted to the recently introduced 'challenge' curriculum well and are teaching it with skill and enthusiasm. Subjects are linked cohesively, giving meaning and purpose to pupils' learning. Opportunities to extend pupils' reading, writing and mathematical skills through other subjects are utilised regularly and effectively. For example, after carrying out a virtual experiment on the computer Year 5 pupils used what they had been taught in mathematics to construct accurate line graphs which showed clearly the pattern formed by the results. Stimulating writing tasks, often based on interesting and innovative questions, are helping to raise standards, although opportunities to raise the attainment of the most able pupils are not yet fully maximised. Teachers pay very close attention to pupils' spiritual, moral, social and cultural development. For example, topic questions such as 'Why is Queensbury a cool place to live?' and 'What would it be like without electricity?' provide pupils with excellent opportunities to celebrate local culture and appreciate how much they benefit from advances in science.

Careful attention is paid to the learning of disabled pupils and those who have special educational needs. They often work in small groups, supported by a teaching assistant, on activities that are similar to other pupils but modified and matched carefully to what they need to learn next. This accurate matching of work to pupils' differing abilities is a strong feature of all lessons, with teachers making very effective use of regular assessments to ensure all pupils are set tasks that are challenging but achievable. Pupils benefit substantially from the support they receive from the skilled teaching assistants in lessons and when grouped for additional help. Parents, carers and pupils share very positive views of the quality of teaching the school provides.

Behaviour and safety of pupils

Pupils' extremely good behaviour and exemplary attitudes to learning have helped the school to raise standards quickly. At the start of lessons they sit fully attentive, anticipating the challenge new work will provide and totally prepared to give of their best until all tasks have been successfully completed. Teachers' questions are answered willingly and enthusiastically and pupils take considerable pride in what they and their class colleagues achieve. Pupils show high levels of self-confidence and, when opportunities arise, readily put forward their own ideas, structure their own questions and reason out solutions to problems. Scrutiny of behavioural records and discussions confirm pupils' behaviour is excellent over time. Pupils of all ages make very rapid progress in their spiritual, moral, social and cultural development and by Year 6 have matured into sensible and considerate young people with a very strong sense of personal and social responsibility. Participation in a wide range of activities with other schools has broadened pupils' horizons and given them an excellent appreciation of the diverse nature of the society in which they are living and growing up.

Relationships between staff and pupils are excellent. Pupils are polite at all times, highly respectful of all adults and fully appreciative of the help and support they are given. The school monitors pupils' development very closely and keeps a very careful watch over any whose circumstances may make them vulnerable. With very few exceptions parents and carers firmly believe that their children are safe in school, a view endorsed strongly by the pupils. Pupils have an excellent understanding of different forms of bullying, regard it as a very rare occurrence and have confidence in staff to address any which does occur quickly and effectively. The school examines and records all incidents very thoroughly and inspectors agree with the large majority of parents and carers who feel the school deals with any cases of bullying effectively. Pupils' enthusiasm for school is reflected in high levels of attendance which are continuing to rise

Leadership and management

The information gained from a thorough and honest analysis of why standards fell in Key Stage 2 in 2011 has been used strategically to increase the quality of teaching and target improvement where it is most needed. After very careful consideration to the implications and with a view to continuity and progression the governing body took the decision to divide leadership responsibilities between two co-headteachers. The arrangement functions well and the school benefits from the considerable skills and experience of the two senior leaders. Along with other members of the senior leadership team they plan the school's strategic development carefully. The rise in attainment and quality of teaching this year demonstrate the school's capacity to continue to improve. Staff are given regular opportunities for professional development, closely matched to their responsibilities and to the needs of the school.

The curriculum is good. The recently introduced 'challenge' curriculum addresses pupils' learning needs well by providing frequent opportunities for problem solving and skills development. Implementation has gone very well but there is scope for further development to ensure pupils derive maximum benefit. The curriculum in the Early Years Foundation Stage is matched well to the age of the children and provides a good balance of adult-led activities and those they choose for themselves. The influence the curriculum is having on pupils' attainment and learning is measured carefully and regularly evaluated by senior staff. This and other effective measures, including the very careful monitoring of the progress they are making, ensure that pupils of different ages and abilities have equal opportunities to learn. Provision for their spiritual, moral, social and cultural development is outstanding. Achievement and retention of the prestigious Investors in Pupils award over a considerable period and pupils' excellent understanding of the multicultural nature of modern Britain exemplify the highly effective strategies the school employs to promote all aspects of pupils' personal development. Safeguarding procedures are well organised and provide the required security for pupils and staff. Regular checks of systems and policies ensure they are fully effective and completely up to date. Members of the school council contribute to safeguarding by carrying out frequent 'safety walks' around school, another example of the excellent manner in which the school promotes pupils' social skills and their sense of responsibility.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



15 June 2012

Dear Pupils

Inspection of Shibden Head Primary School, Bradford, BD13 2ND

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. We thoroughly enjoyed finding out about the work you do. Special thanks go to those who talked with us about the school and those in Years 1, 2 and 6 who read to us. Yours is a good school and we understand fully why you enjoy it so much. Your behaviour is outstanding and we were pleased to see you working extremely hard in all the lessons we visited - very well done! It was pleasing to hear you feel well cared for by staff and receive the help you need to do well at school. I know the staff will be pleased. The way the school promotes your development as responsible and caring young people is outstanding.

The progress you make is good because you are taught well and given interesting things to do. You told us you are finding the 'challenge' curriculum particularly enjoyable and that you learn a lot from lessons. We could see that this was true. By the end of Year 6, your attainment is above average and almost all your work is at or above the level expected for your age. To help you achieve even more we have asked staff to:

- ensure that the lesson objectives they share with you are as clear and useful as they can be
- make sure, when they mark your work, that everyone provides clear information about what you have done well and how to improve
- develop the 'challenge' curriculum further so that you learn even more and have increased opportunities to write to a high standard.

We know that you will play your part by continuing to work very hard in all lessons and paying careful attention to what teachers say about your work. Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Keith Bardon
Lead Inspector

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