

Thornbury Primary School

Inspection report

Unique reference number	107222
Local authority	Bradford
Inspection number	384893
Inspection dates	26-27 June 2012
Lead inspector	John Coleman HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Maintained
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	684
Appropriate authority	The Governing Body
Chair	Sarah Balfour
Headteacher	Tim Richards
Date of previous school inspection	13 July 2010
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Age group	3-11
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Introduction

Inspection team

John Coleman

Her Majesty's Inspector

Ray Biglin

Additional Inspector

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Additional Inspector

This inspection was carried out at no notice. Inspectors observed teaching and learning in 25 lessons taught by 24 different teachers. Meetings were held with the Chair of the Interim Executive Board (IEB), senior staff, a representative of the local authority and groups of pupils and parents and carers. Telephone discussions were held with several external partners with whom the school works. Inspectors observed the school's work, and looked at a range of school documentation including data showing pupils' attainment and progress, policies, the minutes of the IEB, reports from an external school consultant, safeguarding records and pupils' work.

Information about the school

Thornbury Primary School is a much larger than average-sized primary school. The current school was built in 2002 and is situated in a residential area. The proportion of pupils known to be eligible for free school meals is above the national average. A very high proportion of pupils speaks English as an additional language or is of a minority ethnic heritage. The proportion of pupils supported at school action plus or with a statement of special educational needs, is above average. The proportion of pupils who enter the school other than at the usual time of admission is above average. The school has achieved the nationally recognised awards of the Artsmark and the Active Mark. The school meets the current floor standards, these are the minimum standards expected by the government.

At the schools' last inspection it was judged to require special measures. The headteacher was appointed substantively in January 2012 after a short period as temporary executive headteacher.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a satisfactory school. Due to good leadership and management the quality of teaching and pupils’ achievement are satisfactory, and rapidly improving. This significant improvement, since the previous inspection, demonstrates leaders’ capacity to improve. It is not yet a good school because improvements are relatively recent and there is too much variation to the quality of teaching. In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Overall, the quality of leadership and management is good. The headteacher provides outstanding leadership. He has quickly built an effective senior team. The IEB provides good support and challenge to school leaders. Middle leaders are developing their role well. The rigour of leaders’ monitoring and evaluating of the school’s performance is good. The curriculum is satisfactory.
- The overwhelming majority of teaching is either satisfactory or good. There is little inadequate or outstanding teaching. The profile of teaching in the school is improving due to effective monitoring and performance management arrangements. The leadership and management of teaching are good. Staff training is carefully targeted and as a result the proportion of good teaching is improving.
- Pupils make increasingly good progress throughout the school due to better teaching. The legacy of underachievement means that many pupils have much ground to make up. The gaps are closing and pupils’ attainment is rising. Whilst levels of pupils’ attainment vary, the current Year 6 show satisfactory progress over time, good progress this year and most are achieving broadly average standards.

- The behaviour of pupils in and around the school is good. Pupils' positive attitudes to school aid their learning. Pupils feel safe. They are closely supervised by the vigilant staff team. Relationships between staff and pupils are good and consequently pupils feel able to turn to staff for help if it is needed.

What does the school need to do to improve further?

- Improve the consistency of good teaching and increase the proportion of outstanding teaching to increase pupils' achievement by:
 - improving the use of assessment data, showing pupils' attainment, to ensure that teachers plan learning which challenges all pupils regardless of their starting points
 - increasing teachers' expectations of how much progress pupils should make in lessons and parts of lessons, so as to increase the pace of learning
 - reducing the time taken to recap on pupils' prior learning
 - providing more consistent opportunities for pupils to discuss their work and learn from each other
 - improving the consistency of teachers' marking so that pupils understand how to improve their work.
- Improve the curriculum especially in science by:
 - increasing the emphasis on pupils learning through investigative and explorative tasks
 - providing professional development for staff to increase confidence in the teaching of science.

Main report

Achievement of pupils

In lessons seen by inspectors pupils made mostly satisfactory progress, including in the Early Years Foundation Stage. In some classes, in each key stage, some pupils were seen to make good progress. The level of skills and knowledge of children entering the school are generally well below those expected for children of a similar age. Over time, their progress has accelerated from the previously inadequate rates found at the previous inspection. Current school tracking data shows all groups of pupils making mainly good progress especially in the second half of the year. This recent improvement is raising levels of older pupils' attainment to broadly average though some variation remains across year groups. For example, while the percentage of pupils attaining the expected Level 2 by the end of Year 2 is now close to average, the percentage of pupils attaining the higher Level 3 is low. In Year 6, similar improving patterns of performance are evident and the current cohort has a higher percentage achieving the higher Level 5 than in previous years.

Historically, boys have achieved more highly than girls. In response, leaders targeted girls' rates of progress. Led by a member of the senior team, a major review was held and an action plan was produced. As a result, teachers have ensured that the expectations for girls are equally high as for boys. Additional support and classes have been provided. In the current year, girls and boys made identical rates of progress in every cohort. Data shows that all groups of pupils make similar progress including disabled pupils and those with special educational needs. The quality of learning for disabled pupils and those with special educational needs is satisfactory and improving in line with that for all pupils. The gaps to national expectations are narrowing sharply. In reading, pupils are making increasing progress and levels of attainment by Year 6 are close to average. In writing and mathematics a similar pattern is clear. However, progress and attainment in science is less strong and attainment by Year 6 is below average. Parents, carers and pupils who spoke to inspectors said they thought pupils' progress in the school is good. Inspectors judge that an increasing proportion of pupils are making good progress but this is not yet consistent or sustained enough to fully make up for the lost ground caused by poor progress in the past. Overall, achievement is satisfactory.

Quality of teaching

Evidence provided through the monitoring outcomes of the school and the local authority, show that the quality of teaching is strongly improving and that any inadequate teaching seen at the previous inspection has largely been eradicated. Ofsted monitoring inspections during the last two years support this view. The profile of teaching seen during the inspection confirms that overall the quality of teaching is satisfactory.

Good teaching was seen in several classes, including for those with disabled pupils and with special educational needs. It was characterised by thorough preparation, the good subject knowledge of teachers and the good pace and expectations of pupils' learning. In these lessons pupils are given opportunities to discuss their ideas and learn from each other. Guided reading lessons provide especially well in this way and the teaching of reading is generally good. Many good lessons contain practical tasks and activities which interest pupils and aid their concentration. For example, in a mathematics lesson pupils were given a 'quest' to explore. In this, they made choices about how much money to spend on travel or resources. Pupils were given opportunities to apply their calculation skills as they worked out the various costs and discussed with each other the best options. Pupils who spoke to inspectors said that the best lessons are where they are able to learn by doing rather than just by listening.

The satisfactory teaching was not good because often, teachers take too long to recap previous learning. In these lessons the pace of learning slows, expectations are too low and the main teaching points are consolidation not new learning. Notably, some teachers do not make sufficient use of assessment information to specifically target the different attainment levels of groups of pupils. In such instances, most pupils learn the same skills or knowledge and the challenge for the higher attaining

pupils is too little. Opportunities for pupils to learn through investigation and exploration are quite limited, especially in science, partly due to a lack of teachers' confidence in teaching the subject. Also, there are variations in the quality of teachers' marking.

In almost all lessons pupils behave well, show good levels of interest and want to do well. This helps pupils get the most from the opportunities offered by the school and aids their improving progress. Overall, parents, carers and pupils who spoke to inspectors were positive about teaching. Inspectors judge that they are right to feel this way for although teaching is judged as satisfactory it is improving strongly.

Behaviour and safety of pupils

Behaviour in lessons is consistently good. Around the school pupils move calmly showing good levels of cooperation with each other. The staff constantly encourage pupils' good behaviour and this produces very good responses as pupils speak politely to visitors and to staff. The relationships between staff and pupils are warm, friendly and respectful. Behaviour records show few incidents of note over time. Pupils say that behaviour has improved and that there is very little need for staff to intervene. All pupils are clear about the school's code of conduct which is consistently applied by staff. Pupils say that any minor bullying is quickly sorted out by the staff. They say they feel safe and appreciate how the staff look after them. Rates of attendance are a little above average. The school has good systems in place to encourage pupils to make a good attendance. Punctuality is good. Inspectors observed the start of the school day when pupils arrived on time and quickly settled into the first lesson of the morning. Supervising staff praise pupils for arriving punctually. One or two parents who spoke to inspectors expressed some concerns about behaviour. Inspectors judge that whilst there are occasional low-level disturbances staff deal with them very well and disruption to pupils' learning is rare.

Leadership and management

The headteacher provides outstandingly clear direction and drive to the school's improvement. He is well supported by senior and middle leaders who fully share his vision for the school. The IEB are both challenging and supportive to school leaders. The IEB have plans in place to form a shadow governing body by 1 September 2012. Senior staff implement regular and systematic monitoring of teaching combined with scrutiny of pupils' work and data showing pupils' progress. The analysis of this enables the headteacher to keep the IEB fully informed about the school's performance. Evaluations of monitoring are used effectively to target improvements to teachers' performance and to increase pupils' achievements. Well-matched professional development opportunities for teachers is clearly mapped out in the school's improvement plans. Inspection evidence shows the profile of teaching to have significantly improved in the last eighteen months alongside similar improvements to the rate of pupils' progress.

Overall, the curriculum is satisfactory and is suitably broad. The school's main focus is on raising pupils' achievement in the core skills of English and mathematics. This

has met with considerable success. However, in some subjects pupils' achievement is less well embedded. For example, pupils' progress and attainment in science is lower than in mathematics and English. There is a range of extra-curricular opportunities including through a well-established partnership with a local high school. Opportunities are made for pupils to learn about other faiths and beliefs. Trips and visitors make a good contribution to the curriculum and enrich the social and cultural experiences for pupils.

The school is very inclusive and welcomes many additional pupils who arrive at different points into a variety of year groups. New arrivals are quickly assessed and supported, including pupils for whom English is new to them and those with disabilities and/or special educational needs. These groups of pupils quickly make the same progress as all other groups. This is due to the effectiveness of leaders' actions which ensure the most suitable and equitable provision is made for their needs. Arrangements for safeguarding are good and meet all the requirements.

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.



28 June 2012

Dear Pupils

Inspection of Thornbury Primary, Bradford BD3 7AU

Thank you for welcoming the inspection team into your school when we visited you recently. We would like to share with you what we found out about your school. We judged that the overall effectiveness of Thornbury Primary School is satisfactory and the school does not need to be in special measures any more. These are the main reasons for this judgement.

- Your headteacher is excellent at leading the school. With the staff, he is improving many things for you.
- The teaching you receive is satisfactory and much better than it used to be. This is helping you to make much better progress and your achievement is now satisfactory. You are good at learning to read.
- Your behaviour is good and this helps you to learn in lessons. You feel safe because the staff are good at caring for you. Some of you told us this and we agree.

All schools need to develop and improve. We have asked your headteacher to make sure that teaching continues to improve so that more lessons are good and outstanding. This will help you to achieve even higher standards in your work. We have also asked that you are given more opportunities to learn from experiments and practical work especially in science.

Thank you once again for all your help. We wish you well in the future.

Yours sincerely

John Coleman HMI
Her Majesty's Inspector

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