

Clayton C of E Primary School

Bradford Road, Clayton, Bradford, West Yorkshire, BD14 6DD

Inspection dates

18-19 September 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The majority of pupils, including those with special educational needs, make good progress from their starting points and enjoy coming to school.
- Attainment in writing is above average when pupils leave Year 6 and they achieve well in reading and mathematics.
- Teaching and learning are good, which results in pupils learning well. Staff have high expectations of pupils and generally plan tasks which are interesting, engaging and challenging.
- In the Early Years Foundation Stage children make good progress in all areas of learning as a result of well-organised and imaginative teaching.
- Behaviour around the school and in classrooms is good. Pupils are polite and welcoming. They have a good attitude to learning and work well together.
- Attendance has improved and is now above average. There is a caring atmosphere in the school and pupils feel valued and safe. Bullying is rare.
- Leadership and management are good. Rigorous systems are in place to monitor and evaluate the quality of teaching which have resulted in its improvement and good gains in pupils' achievement.
- Governors are well qualified and experienced providing rigorous and appropriate challenge to school leaders.
- Middle leaders now take on a much more active role in the management of the school leading to a more collective approach to driving the school forward. This, coupled with the clear vision of the headteacher and deputy headteacher, has ensured that the school continues to improve.

It is not yet an outstanding school because

- There is a small proportion of teaching that is not yet good or better.
- The school currently provides too limited opportunities for parents to be informed in detail about the progress their children are making as they move through the school.

Information about this inspection

- Inspectors observed 23 lessons taught by 15 members of staff. Three lessons were carried out as a joint observation with the headteacher and deputy headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors observed the school’s work and looked at its self-evaluation and development plan. Additionally, records of pupils’ progress, arrangements for safeguarding and documentation on the monitoring of teachers’ performance were scrutinised.
- Inspectors analysed the 33 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents as they brought their children to school. Staff questionnaires were also scrutinised.

Inspection team

Ray Biglin, Lead inspector

Additional Inspector

Kath McArthur

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium is below average.
- The school meets the government's current floor standards, which is the minimum expectation for pupils' attainment and progress.
- Most pupils are from White British backgrounds and speak English as their first language.

What does the school need to do to improve further?

- Improve remaining pockets of teaching that are not good or better by:
 - ensuring that pupils know exactly what is required of them in specific tasks
 - giving pupils more time to practise and gain confidence in new learning and skills
 - having a more consistent approach to marking and the use of questions.
- Improve communication with parents by providing more frequent and detailed information on the progress their children are making.

Inspection judgements

The achievement of pupils is good

- When children join the school, overall, they possess the skills that they would be expected to have for their age. Throughout the Early Years Foundation Stage, children, as a result of consistently good teaching, make good progress, particularly in their personal development and communication skills and enter Year 1 well equipped to continue with their learning.
- Children quickly develop the basic skills of linking letters and the sounds they make and as a result are well placed to develop confidence in reading and writing. The school's systematic approach to the teaching of letters and sounds is clearly having an impact on pupils' progress.
- Children also quickly develop their oral skills as a result of planned activities, such as enthusiastically singing 'One, two, and three alive'. Staff are skilled in guiding children to make choices about how they learn.
- Over a period of time, achievement in Key Stage 1 has been good. There was a dip in 2012 as a result of some complex staffing issues. The leadership and management of the school acted quickly to resolve those issues and pupils in Years 1 and 2 are once again making good progress as a result of some very effective teaching.
- Pupils consistently attain well at Key Stage 2 in both English and mathematics. In particular, pupils reach a high standard in writing, which is clearly linked to the range of strategies the school has put in place to support writing, especially that of boys. In one class, pupils quickly improved their ability to create good character descriptions as a result of sharply focused assessment.
- Pupils achieve well across all subjects and often make more progress than might be expected. Pupils read well and are encouraged to read independently and many are enthusiastic library users.
- Progress in mathematics has not always been as strong as in English, but in 2012 there was a marked increase in the number of pupils who made and exceeded the progress that was expected of them, so that results in mathematics compared very favourably to those nationally.
- Parents say that their children make good progress overall and inspectors agree with this view. Pupils who are known to be eligible for extra funding (the pupil premium) also do well as a result of a range of interventions and extra facilities.
- Disabled pupils and those with special educational needs also make good progress as a result of careful monitoring and the effective support provided by well-trained and skilful support assistants.

The quality of teaching is good

- The quality of teaching over time is good, resulting in the majority of pupils achieving well. The headteacher and the governing body have acted decisively to ensure that there is no ineffective teaching in the school. As a result the majority of teaching is good and some is outstanding.
- Teachers generally have high expectations of pupils, who consistently respond well to the challenges they are set. Occasionally, pupils are not given sufficiently clear instructions or enough time to put into practise their new skills or consolidate their new learning.
- Pupils particularly enjoy lessons where there are opportunities for independent learning and activities are fun. In one class, pupils were captivated by a working model of the school car park which quickly helped them learn the concepts of 'more and less' and, in the Nursery, singing songs help children to count.
- There are good resources available to help pupils learn. Information and communication technology are used particularly well. On a number of occasions inspectors observed interactive whiteboards being used well to support learning. In one lesson, the teacher used this resource

to quickly alter text to help pupils understand the difference between the first and the third person.

- Teachers give their pupils plenty of opportunities to work cooperatively and pupils respond well to this. Relationships between staff and pupils are very good and pupils are keen to work hard and do well. Pupils take responsibility for their own learning and often use their initiative when organising group or paired work.
- The school employs a large number of teaching assistants to support disabled pupils and those with special educational needs. These staff are skilled and sensitive in their support of pupils and key to the good progress made by these pupils.
- Teachers regularly check pupils' learning in class through questioning and ongoing assessment and help them understand how to improve. Although books are regularly marked, the written feedback could be more consistent in helping pupils understand how to reach the next level in their work.

The behaviour and safety of pupils are good

- Pupils behave well both in their classrooms and around the school. They are polite and courteous and get on well with each other and all the staff who work in the school. The atmosphere in the school is both respectful and harmonious and no pupils have been excluded.
- Parents, pupils and staff all agree that behaviour is good and that if there are any incidents of inappropriate behaviour they are dealt with effectively. There is a clear behaviour management policy in place which is understood by pupils and consistently applied by most staff.
- There are few instances of bullying and pupils are fully confident that the staff take any such occurrences seriously and, as a result, feel safe and secure and well cared for. They understand the different kinds of bullying, including cyber-bullying, and know how to deal with them.
- Attendance is above average and has continually improved. Very few pupils are persistently absent and the school has clear policies in place to support pupils' attendance.

The leadership and management are good

- Strong and ambitious leadership from the headteacher and other senior leaders has led to an improvement in teaching and, as a result, an improvement in achievement for all pupils. Planning documents clearly demonstrate an acute awareness of the school's strengths and weaknesses and a drive to improve further.
- Rigorous performance management structures are in place, which ensure that the quality of teaching is closely monitored and support put in place where specific training needs are identified.
- A new, internationally recognised curriculum has recently been introduced with the intention of further increasing the variety of learning activities available for pupils and extending opportunities for them to write in a range of contexts.
- The leadership and management of the school have introduced a structured guided reading session which has resulted in pupils reading more widely and deeply.
- The school has established effective systems for reviewing the progress of all pupils, including those with special educational needs. This involves middle managers responsible for English and mathematics regularly checking on the progress that pupils are making so that teachers can adjust their teaching accordingly.
- All leaders actively promote equal opportunities and this is reflected in the good progress made by all pupils.

- A wide range of additional activities are available at lunchtime and after school and music is a particular strength of the school. This range of activities, alongside the strong Christian ethos of the school, makes a strong contribution to pupils' spiritual, moral, social and cultural development.
 - The local authority provides effective support for the teaching of mathematics and English, which has contributed well to improvements in the quality of teaching in these subjects.
 - **The governance of the school**
 - The governing body is well led and has a wide range of experience. Governors have a good grasp of how the school is performing and are able to provide suitable challenge to school leaders. As a result the school's self-evaluation is accurate and provides an effective springboard for further improvement.
 - The governing body carries out regular checks to make sure that children are kept safe at school and recently oversaw a marked improvement to the security and safety of the site. Safeguarding requirements are fully met.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107308
Local authority	Bradford
Inspection number	400903

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 -11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair	Mrs Angela Dobson
Headteacher	Mrs Joanna Kurasinski
Date of previous school inspection	8 March 2010
Telephone number	01274 815862
Fax number	01274 884856
Email address	office@claytonce.bradford.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied. If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2012