

Worth Valley Primary School

Bracken Bank Crescent, Keighly, West Yorkshire, BD22 7AX

Inspection dates 16–17 October 2012

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | This inspection: | Requires improvement | 3 |
| Achievement of pupils | | Requires improvement | 3 |
| Quality of teaching | | Requires improvement | 3 |
| Behaviour and safety of pupils | | Requires improvement | 3 |
| Leadership and management | | Requires improvement | 3 |

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress for pupils in Key Stage 1 is not yet consistently good and a small minority do not meet the targets set for them.
- Although progress and attainment have improved in Key Stage 2, too few pupils make good progress and not enough reach above average levels. Pupils in Years 3 and 4 have gaps in their English skills and this stops them making enough progress.
- Teaching is not yet good enough to ensure that all pupils make good progress. Tasks are sometimes too easy or too hard for pupils. Some do not learn as well as they could when they have to sit listening to the teacher for long periods.
- Most pupils have good attitudes to learning but, in some lessons, behaviour dips. This happens when the work is not at the right level for them or does not interest them.
- The monitoring of teaching by leaders and governors is not effective in fully resolving weaknesses.
- The expertise of subject leaders is not used to best advantage to take the school forward at a fast pace. They do not have enough opportunity to work in classes, check pupils' work, or monitor the impact of changes to see if they are improving outcomes for pupils.

The school has the following strengths

- The headteacher has succeeded in improving progress, especially at Key Stage 2. Together with senior leaders, she has an accurate view of what needs to be done next in order to raise pupils' attainment further and make teaching better.
- Children settle quickly into the Early Years Foundation Stage and make good progress in the Nursery and Reception classes.
- Pupils' spiritual, moral, social and cultural development is promoted well through a range of activities woven throughout the curriculum. Relationships are good.
- The school has a supportive, caring ethos. A very large majority of parents agree that their children are well looked after, feel safe and are happy at school.
- The breakfast club provides a good start to the day. This, together with better cooperation between school and families, has led to an improvement in attendance and punctuality.
- The curriculum is rich in additional experiences, such as visits and visitors, that enrich pupils' learning successfully.

Information about this inspection

- The inspection took place with one day’s notice.
- Inspectors observed teaching and learning in 14 lessons, two of which were held jointly with the headteacher and deputy headteacher.
- Meetings were held with groups of pupils, members of the governing body, a representative from the local authority, managers and staff.
- Inspectors observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation, safeguarding and improvement planning. They also studied standards in reading, pupils’ workbooks and systems used to monitor pupils' progress.
- The seven responses to the online Parent View were considered, alongside the school’s own analysis of recent surveys sent to parents. The inspector also spoke informally to parents at the start of the school day. Staff questionnaires were also checked.

Inspection team

Lynne Read, Lead inspector

Additional Inspector

John Evans

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils supported at school action is broadly average. A larger-than-average proportion is supported at school action plus or through a statement of special educational needs.
- Almost a half of pupils are known to be eligible for the pupil premium, which is high compared to the national average.
- The very large majority of pupils are of White British backgrounds.
- The governing body provides a daily breakfast club for pupils.
- The school meets the current floor standard, which sets the minimum standards expected by the government for attainment and progress.

What does the school need to do to improve further?

- Improve teaching by:
 - ensuring that work is set at the correct level for pupils' ability and engages their interests
 - ensuring that pupils' learning targets and teachers' marking provides useful advice so that pupils know how to improve
 - ensuring that behaviour is managed effectively in all classes
 - ensuring that teaching assistants are deployed effectively during introductions to lessons to support pupils and reduce the time they spend listening passively.
- Improve achievement by:
 - monitoring progress closely and setting work at the right level so that pupils in Key Stage 1 reach their targets
 - accelerating the progress of the more-able pupils in Key Stage 2 by setting them more challenging targets and checking that these are met
 - improving support for pupils in Years 3 and 4 to eradicate gaps in their English skills.
- Improve leadership and management by:
 - ensuring that all leaders and governors are involved in checking that the monitoring of teaching effectively identifies and resolves weaknesses
 - extending the leadership role of subject leaders so that they share their expertise with other staff and ensure their actions are influencing classroom practice and raising attainment.

Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Nursery with a range of skills that are below those usually seen. They make good progress through the Early Years Foundation Stage and are close to expected levels of learning by the time they enter Year 1.
- Progress through Key Stage 1 requires improvement and not all pupils reach the targets that the school sets. Only a few make good progress, and attainment by Year 2 is close to average. Pupils develop a satisfactory range of reading skills and the proportion achieving the expected skills in phonics (their letters and sounds) by the end of Year 1 is in line with the national average.
- Progress in Key Stage 2 has improved considerably over the last year, especially in writing. More pupils now make the expected progress in reading, writing and mathematics so that attainment is broadly average. However, overall progress in Key Stage 2 requires improvement because too few pupils make good progress and move on to work at the higher levels.
- By Year 6 pupils read a wide variety of material and use non-fiction texts effectively for study work.
- Pupils in Years 3 and 4 did not benefit from the same start to their learning that is seen in school currently, especially in terms of learning letters and sounds. As a result some have gaps in their learning, especially in spelling, punctuation and grammar.
- Disabled pupils and those who have special educational needs have effective group support throughout school. Their progress is equal to their classmates.
- The progress of those who are supported by the pupil premium is carefully tracked and they receive additional support when a need arises. Consequently, their attainment is rising as they make similar progress to other pupils who do not receive the extra funding.

The quality of teaching

requires improvement

- Teaching is good in the Early Years Foundation Stage. Adults interact well with children and are especially competent in helping to develop speech and language, as well as social skills. A good range of activities are provided, both inside and out, so children can practise and consolidate what they learn. Themes are carefully planned around children's interests and they are well motivated in the classroom. During the inspection, children made recipes for their 'magic spells' and then used an imaginative selection of materials to produce the potion.
- In Key Stages 1 and 2 teaching requires improvement as it is not consistently good between classes. Where teaching is less effective, it is because:
 - class introductions do not cater for the various abilities in class, as well as their differing learning styles. For example, some pupils find it difficult to sit listening for long periods
 - assessments of pupils' progress are not used well enough to challenge pupils and encourage independent learning
 - management of behaviour is not always effective
 - targets for learning are not always high enough or easy for pupils to understand and marking provides little advice. In these cases, pupils are unclear about what they need to do to improve their work.
- Teaching is especially good in Years 2 and 4. For example, in one Year 4 lesson pupils used their study skills, historical knowledge and writing talents to record facts about the Second World War. In Year 2, pupils used different mathematical methods, both mental and written, to work out their shopping bills and change.
- In general, relationships are good, pupils are keen to learn and answer questions confidently. Techniques, such as 'talking partners' or opportunities for pupils to check their own work, are helping them to become independent learners.

- Teaching assistants are generally knowledgeable and successfully guide group learning. During class introductions, however, they often have a general support role related to one or two pupils, so their expertise is not used to the full.

The behaviour and safety of pupils

requires improvement

- Pupils of different backgrounds work and play well together; most have positive attitudes to learning and enjoy coming to school. They understand the behaviour code and enjoy a range of rewards for good behaviour, hard work and kind deeds. Sanctions are described as 'fair' and pupils try hard to keep their valued 'golden time' at the end of each week.
- Some pupils benefit, on a part-time basis, from a newly established nurture group that provides a more practical curriculum to suit their learning needs and generate their interests. In addition, the learning mentor provides support to help pupils cope with the conventions of school life. These measures are successful in supporting pupils who have behavioural and emotional difficulties. Exclusion is rare.
- Behaviour is not yet good because, occasionally, learning is hindered when pupils lose interest and drift off task. Behaviour is not always managed firmly enough and some pupils talk out of turn or generally misbehave.
- Pupils know how to keep themselves safe, including when using the internet. They are well-equipped to deal with risk and know what to do if they have a problem. Through anti-bullying projects and lessons on personal development, they have a good understanding of different types of bullying. Pupils assert that teachers and other adults deal swiftly with any worries they report.
- The breakfast club provides a good, social start to the day and has helped to improve punctuality and attendance, which is now broadly average.

The leadership and management

requires improvement

- The headteacher, well supported by the deputy headteacher, provides clear direction for the school and is instrumental in maintaining the supportive and caring ethos. Staff, managers and governors work hard to provide the best opportunities for all pupils and are keen to move the school forward.
- Tracking of pupils' progress provides a clear overview of progress term on term. This is starting to be used more effectively to spot where help is needed. As, for example, in providing help for pupils in Years 3 and 4 with gaps in their knowledge and skills.
- Teaching is monitored but the response to identified weaknesses has not always been effective enough to resolve them. However, the information has ensured that professional development and performance management are linked accurately to the needs of staff and school priorities. This is starting to raise the quality of teaching and standards.
- The school makes good use of expert support and advice provided by the local authority. This has helped to improve teaching in some areas, for example, in letters and sounds work.
- All this information is used well to set improvement targets that are agreed by managers and governors. However, the role of the subject managers has not been developed sufficiently to allow them to share good practice across the school and to monitor classroom practice and outcomes regularly. Consequently, the pace of change has been slower than intended.
- On the positive side, the leaders have been successful in maintaining good provision and progress in the Early Years Foundation Stage, increasing progress and raising attainment at Key Stage 2 and in improving attendance. There is sound capacity for this school to improve further.
- The curriculum is broad and includes a balance in developing pupils' academic, practical, creative and personal skills. Pupils experience an interesting selection of visits and activities out of school time that extend their experiences and horizons.

- This school is successful in reaching out to parents and in encouraging them to be partners in the education process. The work of the learning mentor and parental involvement worker help to provide valuable support for pupils and families. As a result absences have been reduced.
 - Safeguarding meets statutory requirements.
 - **The governance of the school:**
 - Members of the governing body provide informed support for leaders and managers. They are knowledgeable about provision, request regular reports from managers and ask searching questions. Governors are involved in planning future developments. Their role in monitoring improvements, especially to teaching, are not effective in checking that adjustments are having a positive impact on pupils' progress and attainment.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 132220 |
| Local authority | Bradford |
| Inspection number | 406484 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 222 |
| Appropriate authority | The governing body |
| Chair | Mr Michael Scarborough |
| Headteacher | Ms Cheryl Edge |
| Date of previous school inspection | 25 January 2011 |
| Telephone number | 01535 604240 |
| Fax number | 01535 611456 |
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