

Heaton St Barnabas' CofE Aided Primary School

Rossefield Road, Heaton, Bradford, BD9 4DA.

Inspection dates

4–5 December 2012

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

- Achievement is improving but pupils are not making consistently good progress in Years 3 to 6.
- Standards in mathematics by the end of Year 6 are low.
- Teaching has not been consistently good enough over time to ensure good progress.
- Teachers' expectations of what pupils can achieve are not always high enough.
- In some lessons, the work that pupils are asked to do is too easy or too difficult for them and learning does not move on at a quick enough pace.
- Minor incidents of misbehaviour adversely affect learning in a few lessons.
- Not all governors are sufficiently informed about how well the school is doing. They do not know enough about the management of the work that staff do, nor about the effectiveness of the pupil premium funding.
- Parents' concerns are not always effectively tackled.

The school has the following strengths

- Leaders and managers are taking positive action to raise achievement and improve teaching.
- Children are making good progress in Reception.
- Pupils are making good progress in Years 1 and 2 because of recent improvement in teaching and organisation for those year groups.
- Though requiring further improvement, pupils' achievement in Key Stage 2 is improving, particularly in reading and writing.
- Pupils feel safe and well looked after.
- Pupils' attendance has improved.

Information about this inspection

- The inspectors observed teaching and learning in 22 lessons or part-lessons.
- They held discussions with the headteacher, staff, a representative from the local authority, governors, parents and pupils.
- The inspectors took account of the 19 responses to the on-line questionnaire (Parent View), the school's own parental survey and other correspondence from parents.
- They examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

Inspection team

Derek Watts, Lead inspector	Additional Inspector
Deana Aldred	Additional Inspector
Pamela Davenport	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- Most of the pupils are of Pakistani heritage.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or a statement of special educational needs is also average.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school had an inspection visit in December 2011 to check the progress towards the improvement points from the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is at least good, particularly in Key Stage 2, by making sure that:
 - teachers' expectations of what pupils can achieve are always high
 - teachers always set tasks which are not too hard or easy for pupils
 - teachers manage pupils' behaviour consistently well
 - pupils' learning always moves on at a good pace.
- Accelerate pupils' progress in mathematics in Key Stage 2 and raise attainment to at least average by the end of Year 6 by:
 - enabling those less skilful in teaching mathematics to learn from those who are more effective
 - extending opportunities for pupils to apply numeracy skills to situations that are more challenging, require use of a combination of skills and strengthen their mathematical understanding.
- Strengthen leadership and management by ensuring that:
 - all leaders remain firmly focused on improving teaching and learning
 - all governors have an accurate view of the effectiveness of the school's work, of how well the pupil premium funding is used and how the work that staff do is managed
 - positive steps are taken to seek the views of parents and tackle their concerns effectively.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils are not making consistently good progress in Key Stage 2. Inconsistencies in the quality of teaching and teacher absence have contributed to this. However, there are signs of improvement, particularly in reading and writing. Pupils' achievement in mathematics in Key Stage 2 is weaker than in reading and writing and attainment is low by the end of Year 6.
- Pupils do not always have sufficient opportunities to apply their numeracy skills to challenging situations, including practical contexts that require use of a combination of skills to solve problems. They do not always deepen their understanding of mathematical ideas enough. There are weaknesses in pupils' mathematical vocabulary but steps are being taken to tackle this.
- Children start in Reception with knowledge, skills and understanding below those typically expected for their age. They make good progress because of successful teaching and the interesting learning activities provided.
- Recent improvements to assessment, teaching and leadership mean that pupils are making good progress in Key Stage 1. Attainment by the end of Year 2 in 2012 was average in reading, writing and mathematics. Previously, attainment had been low.
- Most pupils make good progress in speaking and listening. This is because they have good opportunities for discussion. For example, pupils in a Year 2 class made good progress in acquiring and applying new vocabulary when discussing the dangers of electricity. Terms such as pylons, adapters, safety and electric shock were all used and understood. However, opportunities for such development are sometimes missed in lessons.
- Pupils enjoy reading. Pupils in Key Stage 1 make good progress. They benefit from the well-structured teaching of reading, especially the focus on letters and their sounds. Pupils' progress in reading is improving in Key Stage 2 and attainment is becoming closer to average by the end of Year 6.
- Positive action has been taken to improve pupils' achievement in writing. Pupils write for a range of audiences and for different purposes. Their grammar, punctuation and spelling are improving. There are good examples of pupils applying their writing skills in subjects other than English. Attainment by the end of Year 6 is moving closer to the standards expected nationally.
- Disabled pupils and those who have special educational needs make good progress in Key Stage 1 and expected progress in Key Stage 2. In a number of lessons seen, these pupils were taught and supported well, but there are some inconsistencies in practice in Key Stage 2.
- Positive steps have been taken to raise the achievement of pupils eligible for the pupil premium funding. Last year's Year 2 pupils receiving the pupil premium attained similar standards to other pupils and attained higher standards than pupil premium pupils nationally. However, such progress is not yet replicated in all Key Stage 2 classes.

The quality of teaching

requires improvement

- The quality of teaching has improved over the past year. Teaching has not been consistently good over time, particularly in Key Stage 2, and weaknesses in teaching remain in some Key Stage 2 classrooms. As a result, progress in some Key Stage 2 classes is better than in others.
- Teachers' expectations of what pupils can learn are not always high enough, and this means that pupils are not learning as well as they should or producing enough work. Pupils are not always set work at the right level for their abilities. Consequently, pupils do not make the progress that they should. They make best progress when tasks are neither too hard nor too easy.
- At times, the pace of pupils' learning is hampered by overlong introductions from teachers and pupils not being moved onto the main task soon enough. By contrast, the best lessons are well structured and teachers make sure that learning moves on quickly.
- Most teachers have clear intentions for each lesson and share these effectively with the class so

that pupils understand what they are expected to learn. Where this happens, pupils' learning is well directed and successful.

- Teaching assistants are usually deployed well and make a valuable contribution to pupils' learning, particularly for pupils who require additional help with literacy and numeracy.
- Most teachers effectively promote pupils' spiritual, moral, social and cultural development. They establish positive relationships with the pupils. Pupils are encouraged to work together and show consideration for others.
- Teaching is good in Reception. An interesting and wide range of activities is provided inside and outside the classroom. There is an effective blend of adult-led activities and those that children choose for themselves. Children have good opportunities to explore and learn independently. Teaching is also good in Key Stage 1.
- Improving the teaching of mathematics is a school priority. In an outstanding Year 6 lesson, pupils made rapid progress in investigating and comparing fractions. Pupils responded well to the teacher's high expectations and the challenging activities that were well suited to their needs. Skilful questioning and feedback by the teacher further accelerated pupils' learning. The best practice in the teaching of mathematics is not sufficiently shared among the staff.
- The marking of pupils' work has improved recently. Teachers make use of a clear system to identify why pupils' work is good and where they need to improve.

The behaviour and safety of pupils

requires improvement

- Behaviour is not consistently good because there are minor incidents that cause disruption in a few lessons. This behaviour is mostly from pupils in Year 5, but in a few other classes behaviour requires improvement.
- Pupils' behaviour is weaker when tasks are not sufficiently engaging and not well suited to pupils' needs. Pupils can become restless and less focused, and this adversely affects their learning.
- Children in Reception are well behaved because of the positive relationships that have been established with adults. They are enthusiastic learners who share resources and learn well together.
- Pupils in Key Stage 1 show positive attitudes to learning and relate well to adults and to one another. Pupils are well managed by staff and this leads to good behaviour.
- Pupils feel safe and well cared for at school. Most of the parents who responded to the school's survey agreed that their children felt safe at school. Pupils learn how to look after themselves and one another.
- Pupils have a clear understanding of bullying and its different forms, including name-calling and cyber-bullying. They know what action to take should bullying occur. The school has clear procedures for dealing with misbehaviour, including bullying. The pupils told inspectors, 'Bullying only happens sometimes.' They were confident that it is quickly and effectively dealt with by staff.
- The school has been successful in raising pupils' attendance since the previous inspection. The actions taken have raised attendance from low levels to broadly average. Pupils generally come to school on time.

The leadership and management

requires improvement

- The inspection visit in December 2011 found that the school was making inadequate progress towards the improvement issues from the previous inspection. Understandably, parents expressed concern at the school's lack of progress in raising pupils' achievement, improving teaching and strengthening leadership.
- Since the visit, leaders and managers have been more sharply focused on raising pupils' achievement and improving teaching. There have been good improvements in the Early Years

Foundation Stage and in Key Stage 1. As a result, achievement and teaching in these areas are now good. Positive steps have been taken to improve the way things are done in Key Stage 2. However, some inconsistencies in teaching remain and achievement in mathematics trails behind reading and writing.

- The local authority support and school consultants have made a valuable contribution to the school's drive for improvement.
- The procedures for the monitoring and development of teaching have been strengthened. Senior leaders observe teaching and provide constructive feedback to teachers. The checking of pupils' progress is more thorough.
- There are clear systems for checking the work of staff, and staff training is linked to the school's priorities for improvement. Decisions about staff promotion and salary increases are appropriately based on responsibilities and how well work is done.
- The school provides a suitable range subjects and additional activities. Improvements have been made to opportunities for learning reading and writing. Opportunities for the development of problem-solving skills in mathematics are being extended but it is too soon to see the full impact of this. Pupils enjoy the clubs and visits which enrich their learning.
- Discrimination, in any form, is not tolerated in the school. All pupils have full access to the range of opportunities that the school provides. However, not all pupils are receiving consistently good teaching.
- The findings of the parental surveys and other correspondence from parents indicate that the school is not always engaging successfully with all parents. Parents express concern about pupils' achievement and teaching. A number of parents do not believe that the school takes sufficient account of their concerns.
- The pupil premium funding has been properly allocated to provide for the pupils who are eligible to benefit from it. One-to-one and small-group help, home-school support, work to improve attendance and punctuality and paying for school visits all contribute to raising the achievement of these pupils.
- **The governance of the school:**
 - Governors support the school well. However, not all governors have an accurate overview of pupils' attainment and progress and how these compare to schools nationally. Furthermore, not all governors are up to date with matters relating to the use and effectiveness of the pupil premium funding and the management of staff. Therefore, not all governors have sufficient information to be able to challenge any under performance. Governors ensure that safeguarding procedures and practices meet requirements.

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	107321
Local authority	Bradford
Inspection number	400906

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	384
Appropriate authority	The governing body
Vice chair	Stephen Hollis
Headteacher	Gillian Evans
Date of previous school inspection	29 April 2010
Telephone number	01274 545019
Fax number	01274 553910
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