

Wilsden Primary School

Tweedy Street, Wilsden, Bradford, West Yorkshire BD15 0AE

Inspection dates 13–14 December 2012

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

Summary of key findings for parents and pupils

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

- Leadership and management are not as robust as they should be. The school's development plan and checking of its performance are not yet focused clearly enough to ensure that it is able to chart an effective course towards continuous improvement.
- The lack of a clear management structure and the long-term absence of key senior staff over the last three years have meant that improvements in some key areas of learning have not been maintained. This includes mathematics at Key Stage 1.
- The use of data to track pupils' achievement is not as precise as it should be. This has meant that some pupils do not do as well as they could. Data for individual pupils' performance do not always match the level of work seen in books.
- Monitoring of the school's pupil premium funding lacks sufficient rigour. While senior leaders have targeted funding appropriately, its impact is not identified precisely enough.

The school has the following strengths

- The school benefits from highly motivated and dedicated teachers who have faced a long period of uncertainty. They have remained steadfast in their aim of ensuring that all pupils achieve the best that they possibly can.
- The relationship between teachers and pupils is very strong. Pupils say that they enjoy their school because they can rely on their teachers to make lessons as interesting as possible and to help them with their work when needed.
- Pupils' behaviour is at times outstanding, particularly in lessons. Pupils enjoy sharing what they have learned with their classmates and they listen intently to what their teachers have to say.
- Governors are well trained, committed and know what the school needs to do to improve. They have taken appropriate steps in order to improve and consolidate school leadership.

Information about this inspection

- Inspectors observed 20 lessons. They also visited parts of lessons across the school and listened to pupils read from Years 2, 3, 4 and 5.
- Inspectors took account of the responses of 44 parents who completed the online survey, Parent View, and considered findings from questionnaires and surveys organised by the school.
- Inspectors analysed 31 questionnaires completed by staff and held meetings with three groups of pupils, including those benefiting from the pupil premium.
- Inspectors met with a number of school staff including the headteacher, senior leaders and three governors, including the Chair of the Governing Body.
- A meeting was held with a representative from the local authority and a telephone conversation took place between the lead inspector and an independent consultant, formerly of the local authority, who has worked with the school for a number of years.
- Pupils' books were examined in lessons and through a detailed scrutiny.
- Inspectors attended a whole-school assembly which focused on achievement and attendance.
- Various documents were scrutinised as part of the inspection. These included the school's self-evaluation and development plan, local authority monitoring reports, performance management and teacher monitoring files, behaviour logs and records relating to safeguarding.

Inspection team

Lenford White, Lead inspector

Additional inspector

Deana Aldred

Additional inspector

Elaine Maloney

Additional inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils from minority ethnic groups is below the national average and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is lower than the national average.
- The proportion of pupils supported at school action is lower than the national average. The proportion supported at school action plus or with a statement of special educational needs is below the national average.
- The school has achieved a number of awards, including Investors in Pupils. The school has Eco School status. It has an active school council and is involved in a number of innovative projects linked to the use of information and communication technology.
- The school meets current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- The school offers a breakfast club which caters for approximately 40 pupils every morning.
- For three years up until September 2012 the school experienced turbulence in leadership. A permanent headteacher was appointed in September 2012 and governors have agreed to fund a non-class based assistant headteacher.

What does the school need to do to improve further?

- Improve the quality of leadership and management by ensuring that:
 - senior leaders are clear about their areas of responsibility and communicate their vision for school improvement clearly to all staff
 - a clearly understood procedure is in place for tracking the progress of pupils
 - all development plans are clear, precise and rigorously identify what the school needs to do to ensure that all pupils achieve to the best of their ability
 - all senior managers are fully aware of how pupil premium money is spent and how this impacts on raising levels of achievement for pupils.
- Raise the quality of teaching to outstanding by ensuring that:
 - all tasks are appropriately matched to the needs of individual learners, especially those who have special educational needs and the more able
 - all work is correctly marked and clearly indicates to pupils what they have done well and what they need to do to improve
 - pupils are given every opportunity to talk to teachers about their work and are given time to reflect on teachers' comments.

Inspection judgements

The achievement of pupils is good

- Reception class children start school with skills and abilities which are broadly in line with the expectations for their age. Pupils make good progress through Reception, Key Stage 1 and Key Stage 2. They achieve standards in English and mathematics which are above those achieved nationally by the end of Year 6.
- Achievement at Key Stage 1 has fluctuated since the last inspection, particularly in reading and mathematics. In 2012 it was not as good as in previous years but attainment is still above the national average and writing has improved. Pupils in Years 1 and 2 sound out letters and read with confidence and great enthusiasm.
- Overall performance at Key Stage 2 improved in 2012 compared to 2011. The school leaders and staff have placed great emphasis on reading and invested a significant amount of money in books to support this area. In Key Stage 2 pupils make good progress in reading, with many pupils making better than expected progress. Pupils enjoy reading and read widely and with confidence. This was demonstrated by the pupils who read to the inspectors and in guided reading sessions where they were encouraged to read a variety of different reading materials including newspapers.
- In Key Stage 1 boys perform better than girls in reading, writing and mathematics. However, school leaders have increasingly focused on reducing any gaps in achievement between boys and girls and, by the end of Key Stage 2, both groups achieve broadly average standards.
- The school has worked hard to make sure that pupils who are known to be eligible for support through the pupil premium are not disadvantaged. The school has used the funding effectively to develop the skills of teachers and teaching assistants so that they are able to help small groups of pupils to make better progress in their learning. Gaps between the achievement of these pupils and others, which are evident at Key Stage 1, are narrowed in Key Stage 2 so that, by the end of Year 6, the performance of this group of pupils is broadly in line with national averages in mathematics and reading and above average in writing.

The quality of teaching is good

- As a result of good quality teaching, the vast majority of pupils reach at least national expectations and many pupils reach the higher levels in both mathematics and English.
- In the vast majority of lessons teachers provide interesting and challenging activities for pupils. They make sure that lessons move along at a good pace and that as many pupils as possible are given the opportunity to answer questions.
- In the best lessons teachers are not afraid to deviate from their planning if they see that some pupils need extra support or if they find that pupils have a commonly held difficulty with a specific aspect of their lesson. In a very ambitious science lesson Year 2 pupils were engaged in testing the absorbency of different materials including papers with different coatings. On realising that a sizeable group of pupils were having problems describing their method of experimentation, the teacher stopped the lesson and explained in more detail what she wanted them to do. This meant they made good progress in their understanding of how to conduct an experiment.
- Where teaching is at its most effective, teachers have high expectations. Their careful planning ensures that pupils of all abilities are actively engaged and make excellent progress. In one lesson pupils in Year 6 were mesmerised, listening to a classmate give an alternative version of the story of The Three Little Pigs. When they settled down to write their own stories they were all fully focused and took great pleasure in sharing their work.
- However, despite recent training, activities are not always suitably adapted to cater for all pupils' needs, especially those who are more able or who need extra support.
- Teaching assistants and other adults who support in class are well trained. They work well with

class teachers and provide well-focused one-to-one and small-group support.

- Many parents are appreciative of the good work that teachers do. One commented, 'My daughter loves school due to the great relationship that she has with her teacher. She is motivated, enthusiastic and is being challenged in her learning.'
- Most marking, especially in Key Stage 2, informs pupils about how to improve their work. However, there are too few examples which clearly outline what they have done well or the levels they are working at. Pupils seldom indicate that they have read or reflected on teachers' comments and they have few opportunities to talk with teachers about their work.
- Generally speaking, teachers have high expectations of pupils and recent training aimed at ensuring that all teachers meet the needs of all pupils, including more and less able pupils, is beginning to have an impact.

The behaviour and safety of pupils are good

- Good behaviour and positive attitudes towards learning mean that pupils come to school ready to learn. They are very proud of their school. In discussions pupils told inspectors that the things they like best are lessons, their teachers and the friendships that they have with their fellow classmates.
- Attendance is above average and improving. Pupils arrive punctually. Many use the breakfast club, which provides a good start to the day.
- Pupils' behaviour at break times, during lunch and in the school corridors is good. In the lessons observed it was outstanding, although pupils did say that it is not always so good. In classes pupils always put their hand up when they want to answer questions; they listen carefully to what their teachers say and are very respectful towards each other.
- Pupils know how to keep themselves safe and are fully aware of 'stranger danger', road safety and the dangers of fireworks. This is because the school emphasises the importance of safety through its curriculum, visitors and assemblies. The school's use of technology is a strength and the vast majority of pupils in Years 4, 5 and 6 use school laptops both at home and at school. Pupils are well aware of the importance of staying safe while using the internet. They know how to report any concerns raised through social networking, educational or game sites and are fully conversant with all forms of cyber-bullying.
- A few parents raised concerns about bullying and poor behaviour, but the majority agree that behaviour is good and bullying is rare. School documents confirm this finding and show that any incidents of poor behaviour are recorded with details given of actions taken. No exclusions have been recorded for the last 18 months.

The leadership and management require improvement

- The absence of key members of the leadership team and other staff over the past three years has had a significant impact on the life of the school.
- Systems for assessing the overall performance of the school and guiding its planning are not yet precise enough. They provide a general picture of the current position but do not identify clearly enough what the school needs to do in order to achieve its aims.
- The system for recording pupils' progress is not rigorous enough or clearly understood by all staff. This means that levels of attainment and the progress shown in pupils' books are not matched to those in the tracking documentation.
- The recently appointed headteacher has worked well with school leaders to improve the quality of teaching. Systems for monitoring teachers' performance are good and linked to their promotional opportunities.
- The headteacher's focus on working more closely with parents to reduce absence is proving successful. Pupil premium funding has been used, in part, to support this work and gaps in the

achievement of different groups of pupils are closing. However, the full impact of such spending is yet to be fully measured.

- The school promotes pupils' spiritual, moral, social and cultural development well through the curriculum and a broad range of after-school activities. Because of this pupils are very respectful and have a highly developed sense of moral responsibility towards their classmates, people in the local community and people within their 'global community'.
- Leaders manage statutory requirements relating to safeguarding well. The school does not tolerate discrimination of any kind and aims to ensure that all pupils have equal access to educational opportunities.
- The local authority is providing adequate ongoing support and guidance to help the school to improve further.

■ **The governance of the school:**

- Governors have provided clearly focused support to the school's senior leadership team in improving the quality of teaching and improving attendance; they know how well the school is doing and are clear about what it needs to do to improve further. Governors keep themselves well informed and have engaged in various forms of training, including safer recruitment, understanding the new framework for inspections, financial management and safeguarding. Governors are fully involved in the performance management of the headteacher. They understand how pupil premium funding is meant to be used and have made sure that some of this has been used to pay for extra teaching assistant hours to improve pupils' achievement in English and mathematics.

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	107258
Local authority	Bradford
Inspection number	403035

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Mr David Gallimore
Headteacher	Mr John Davison
Date of previous school inspection	17 March 2008
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