

Laycock Primary School

Laycock Lane, Laycock, Keighley, West Yorkshire, BD22 0PP

Inspection dates 26–27 February 2013

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

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

- Although progress is increasing and attainment rising, achievement could still be better.
- Progress is uneven at Key Stage 2. Too few pupils make more than the expected progress, in writing and mathematics.
- Some pupils are not as secure as they should be in their understanding of basic numeracy and in their ability to solve mathematical problems.
- Pupils are not skilled enough at writing in a variety of ways in different subjects. In Key Stage 2, some pupils have difficulty with spelling, the correct use of punctuation and grammar.
- Although there is good and better teaching in the school, staff absences have resulted in inconsistencies in the quality of teaching. At times, not enough is expected of pupils.
- Not all pupils know their individual targets and marking does not always provide guidance about how to improve.
- The accommodation does not enable children in the Early Years Foundation Stage enough opportunity to learn outdoors.

The school has the following strengths

- Excellent leadership is bringing about rapid improvement. Teaching is managed well and contributes to increasing achievement.
- Highly efficient assessment identifies pupils who could do better and those that need extra support. As a result, a legacy of underachievement in the past is being tackled.
- The school takes great care of its pupils, especially those whose circumstances might put them at risk.
- Children get a good start in the Early Years Foundation Stage and progress is consistently good in Key Stage 1. Across the school, disabled pupils and those with special educational needs receive good support.
- Pupils say they feel safe in school. The large majority understand how to behave and treat others with respect.
- Pupils willingly take on responsibilities and are keen to learn. Absence has reduced and attendance is now close to average.

Information about this inspection

- The inspector made eight observations including lessons and intervention group activities.
- Meetings were conducted with governors, staff, a representative from the local authority and two groups of pupils.
- Evaluations of a range of school documentation added to the inspection judgements. These included the documents relating to safeguarding, the development plan, the school's procedures for gaining an accurate view of its performance and records of pupils' attainment and progress.
- A check was made of any responses by parents to the online questionnaire (Parent View) but, at the time of the inspection, the number of responses were not sufficient to be accessed.
- The inspector evaluated the views of parents by evaluating 60 questionnaires that were received from parents during the inspection. This represented two thirds of families.
- An evaluation was made of the views of staff expressed in four questionnaires.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is well above the national average.
- The proportion of pupils supported through school action is above average. The percentage supported through school action plus or with a statement of special educational needs is just below average.
- The vast majority of pupils are of White British heritage.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been some changes in staffing. The headteacher took up post in April 2012.
- During the days of the inspection, two teachers were unavoidably absent; one long-term and one temporary staff were in post.

What does the school need to do to improve further?

- Raise pupils' attainment in writing and mathematics by:
 - improving pupils' ability in Key Stage 2 to spell, punctuate and use grammar in their writing
 - providing more opportunities for pupils to write at length in different subjects
 - embedding current initiatives to secure the pupils' basic skills of adding, subtracting, multiplying and dividing and enabling them to apply them to solve mathematical problems.
- Provide consistently good or better teaching by removing inconsistencies by:
 - ensuring that when planning, all staff reflect high expectations for all pupils
 - refining the detail of lesson objectives so that pupils know exactly what is expected and are able to reflect on how well they achieve
 - making sure that marking consistently provides precise guidance for pupils about the next steps for learning
 - deepening the pupils' understanding of their academic targets so that they know how to improve, are able to work more independently and make the best possible progress
 - providing suitable facilities for children in Early Years Foundation Stage to regularly access learning outdoors as part of everyday activities.

Inspection judgements

The achievement of pupils

requires improvement

- Progress is accelerating and attainment rising; the legacy of underachievement from the past is diminishing.
- The starting point for children to the Reception class is low for their age. Some children struggle with their speaking and communication skills and some have difficulties playing with and alongside others. Most make good progress and catch up to the expectations for their age and start Year 1 with average attainment.
- In Key Stage 1, progress is accelerating. Over recent years, standards in reading, writing and mathematics have fluctuated. Better teaching is improving standards and they are currently average. Many pupils write confidently, read well and are developing a secure understanding of the essential skills required to do well in mathematics.
- In Year 1, standards in the national screening tests for reading are above average reflecting the impact of good teaching.
- By the end of Year 6, standards in English and mathematics have been below average in recent years. The proportion of pupils making the nationally expected rate of progress is improving but some are still not making enough progress from their various starting points, especially in writing and mathematics. The current attainment of pupils in Year 6 is improving rapidly but is yet to reach average.
- In mathematics, some pupils in Key Stage 2, have gaps in their understanding of basic skills such as knowing their times tables and the value of digits in numbers. The school is taking swift action to rectify this with strategies that are raising expectations for pupils in this regard.
- Reading is a stronger area of pupils' performance although there is scope for more pupils to gain higher than expected levels. By the time they leave school, most pupils read at the expected level. Improved approaches to the teaching of the sounds that letters make (phonics) are improving the progress of younger pupils by helping them to read with greater confidence and attempt to tackle unfamiliar words.
- Disabled pupils and those who have special educational needs and pupils who receive support through pupil premium funding match the performance of similar pupils nationally. Pupils eligible for free school meals do not yet do as well as all pupils and their attainment in mathematics and English is below other pupils. The gap between their attainment and others is, however, narrowing at a good rate.

The quality of teaching

requires improvement

- Unavoidable changes to staffing have made it difficult for leaders to establish consistently good teaching. This has led to inconsistencies in the quality of teaching that are yet to be fully resolved.
- Swift action by the headteacher is securing rapid improvement in teaching. Currently, most of the teaching is good and, at times, outstanding but not all weaknesses have been addressed and these are still holding back pupils' progress at times.
- Teachers have suitably high expectations of pupils' behaviour and response. The school has effective procedures for promoting good behaviour and teachers use them well. As a result, lessons proceed at a good pace and are rarely interrupted by poor behaviour.
- The new initiative of encouraging pupils to talk about the subject matter of the lesson enables them to gain a better understanding of all aspects of the curriculum. As the impact of the strategy to talk takes effect, writing is getting better and pupils' use of vocabulary and grammar is improving.
- Teaching is good in Early Years Foundation Stage and Key Stage 1. There is a good level of consistency in the approach to learning which benefits the children. Good partnerships with parents help children to settle into school quickly at Reception and make a good start. Outdoor

facilities are not developed well enough, however, and hamper opportunities for learning.

- In Key Stage 2, some variations exist in the quality of teaching. In the very best lessons, tasks are pitched at exactly the right level, for example, in a poetry lesson in Year 5/6. Success is within pupils' reach, but they have to work hard and think deeply to succeed. Pupils are required to be independent learners, but the teacher is never far away, guiding, redirecting and keeping the impetus of learning high.
- Reading is taught well and in mathematics the quality of teaching is improving as a result of strong leadership which is determined to make sure that the basics of each subject are well taught.
- Teachers plan work in lessons conscientiously. Staff make good use of the pupils' prior attainment to provide work that usually matches the pupils' needs. Occasionally, tasks are at the wrong level and work is too easy for some pupils. Whenever this happens, pupils' progress slows.
- At times, pupils do not understand the purpose of a lesson. This is when objectives are not defined enough and are too general. Although pupils have learning targets in writing and mathematics, they are not yet fully secure in how to best use them to improve their work and so reflect on their own rate of progress.
- Support for disabled pupils and those who have special educational needs is good. The role of additional adults is planned carefully. As a result, the progress of these pupils is improving.

The behaviour and safety of pupils are good

- Pupils behave consistently well in lessons and around the school. They have positive attitudes to school that add to the quality of their learning. Pupils' comments include: 'We make lots of good friends here', and, 'behaviour is now much better because we all gave our thoughts about which rules would be best for us'.
- In class, pupils are attentive and respond well to teachers' expectations. They take part enthusiastically in all activities and make a real effort to succeed. At play, they are lively and energetic but show consideration for others. It is rare for behaviour to cause harm or upset.
- Pupils say that they feel safe and well cared for in school. The school has invested in providing support staff for those pupils who need extra help in managing their behaviour and emotions. The impact of the parent support worker, learning mentor and teaching assistants on pupils' ability to learn is very strong.
- A few parents express concerns about bullying. The school's well-kept records on behaviour show that bullying is rare and when it does happen is dealt with well. Pupils understand the nature of bullying of many kinds and say that, in this school, it is rare. They have confidence in teachers and other adults to deal with any such incidents that occur.
- The pupils' voice is valued. They help in many ways in and around school and influence decisions that affect them through the school council.
- The school has been assertive in reducing unauthorised absences. It promotes regular attendance through a range of incentives and rewards. As a result, attendance has risen steadily to a point that it is close to the national average.

The leadership and management are good

- The headteacher has a crystal clear picture of where the school needs to be and knows exactly how to get there. Supported by a dedicated assistant headteacher and skilled governing body, swift action is improving the school quickly. All staff feel valued and understand what needs to be done. Everyone understands the school's strengths, areas that need improving and the priorities that will result in higher achievement. Decisive actions have created a strong and determined staff team that is quickly removing a legacy of low expectations for pupils.
- Teachers' performance is managed well. Very effective systems to track and monitor the progress of pupils give ambitious targets for the performance of staff and pupils. The quality of

teaching is improving rapidly and outcomes for pupils are getting better. Training is sought in order to build professional skills.

- Leaders successfully ensure that discrimination is tackled and all pupils have an equal opportunity to do well. Pupil premium funding is thoughtfully targeted and monitored to ensure that it is making a difference for those pupils for whom it is intended. The half-termly meetings between staff to discuss pupils' progress and identify suitable intervention strategies to support pupils' learning are very successful in supporting all pupils including those who are vulnerable due to their circumstances.
- The school provides an interesting and well-balanced curriculum, with a good range of visits and visitors to promote good levels of spiritual, moral, social and cultural development.
- Effective partnerships with local primary schools enhance training for staff. There are good opportunities for staff to share information between schools and learn from each other.
- The local authority provides good support to improve the quality of teaching. It offers an objective review of the school's performance and secures accuracy with regard to the assessment of pupils.
- **The governance of the school:**
 - Governance is very strong. The governing body understands the strengths of the school and what is needed to improve it. It understands the data linked to pupils' achievement and interrogates the information to raise questions relating to the progress of pupils. Governors make regular visits to the school to monitor what goes on. This strengthens their ability to challenge and support the school. They have a good understanding how pupil premium funding has an impact on pupils' progress. Systems to check on the performance of staff, including the headteacher, are in place and effective. Governors ensure that safeguarding systems meet requirements. All checks on the suitability of staff are thorough. Training to ensure effective support and protection for pupils is up to date.

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	107263
Local authority	Bradford
Inspection number	405093

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	88
Appropriate authority	The governing body
Chair	Jackie Laybourn
Headteacher	Juliet Nove
Date of previous school inspection	2 March 2011
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