

# Keelham Primary School

Well Heads, Denholme Gate, Bradford, West Yorkshire, BD13 4HH

**Inspection dates** 23–24 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils in all year groups, including disabled pupils and those who have special educational needs, make good progress and achieve well.
- Teaching in all classes is consistently good. The teaching of writing has improved since the last inspection and this has led to better achievement.
- Staff know pupils very well and ensure that they receive appropriate intervention and support when needed.
- Behaviour is good. Pupils enjoy coming to school and are keen to learn. They get on well with each other and their teachers, feel very safe in school and attend well.
- School leaders and governors have a clear view of how well the school is doing and where it needs to improve.
- The school makes a strong contribution to pupils' good spiritual, moral, social and cultural development.
- Parents are very supportive of the school.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Teachers do not always ensure that all pupils, particularly the more-able pupils, are challenged enough to reach the highest levels and make more than expected progress.
- Teachers do not always give pupils clear enough guidance about how to improve their work, and do not always check that this guidance is followed.
- There are too few opportunities for pupils to apply and use their mathematical knowledge and skills in practical situations.

## Information about this inspection

- The inspector observed eight lessons taught by four teachers, including one joint observation with the headteacher. Short visits were made to four other lessons. The inspector also listened to pupils read and visited a school assembly.
- Meetings were held with a group of pupils, the headteacher, the Early Years Foundation Stage coordinator, three members of the governing body and a representative of the local authority.
- The inspector observed the school's work and looked at a number of documents, including the school improvement plan, data on pupils' current progress, work in pupils' books, minutes of the meetings of the the governing body and records relating to behaviour, attendance and safeguarding.
- The inspector took account of 19 responses to the online Parent View questionnaire, and 15 responses to the staff questionnaire.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in four classes comprising Nursery and Reception, Year 1 and 2, Year 3 and 4, and Year 5 and 6.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, looked after children and children from service families) is low.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is around average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Raise achievement by:
  - ensuring that work is always closely matched to pupils' needs, particularly the more-able, so that they are challenged to reach the highest levels and make more than expected progress
  - ensuring that pupils have more opportunity to use and apply their mathematical knowledge and skills to solve problems in practical situations in mathematics lessons and across the curriculum.
- Improve teaching and learning by ensuring that teachers always give pupils very clear guidance about what they need to do to improve their work, and check that pupils follow this guidance.

## Inspection judgements

### The achievement of pupils is good

- Children join the school in the Early Years Foundation Stage with skills and understanding that are broadly in line with those expected for their age, although the number of pupils is low and their abilities can vary from year to year.
- Pupils make good progress in the Early Years Foundation Stage and this continues into Key Stage 1. Attainment in reading, writing and mathematics at the end of Year 2 has been above average for the past three years.
- Pupils continue to make good progress throughout Key Stage 2. Attainment in English and mathematics at the end of Year 6 has been above average for two of the last three years, although in 2012 it was below average. However, the school's data shows that current Year 6 pupils are on course to achieve strong outcomes in national assessments this year.
- The school's own data clearly shows that pupils currently make good progress from their different starting points and achieve well throughout the school. This is confirmed by inspection evidence from lesson observations and work in pupils' books.
- Pupils make good progress in reading. Teachers and teaching assistants ensure that pupils have regular opportunities to read. Pupils' knowledge of phonics (letters and the sounds they make) is reinforced both in lessons and support sessions. In 2012 the proportion of pupils who reached the expected standard in the national phonics check was well above average.
- There has been a whole-school focus on writing, which has led to improvements in teaching and achievement. Pupils have many opportunities to write in a range of styles in different subjects.
- In mathematics pupils make good progress and their basic skills are sound. However, they do not have enough opportunities to use and apply these skills in practical situations and to solve problems both in mathematics lessons and across the curriculum.
- Disabled pupils and those with special educational needs make good progress. Their needs are accurately identified and they receive effective support in lessons or small-group sessions. As a result they achieve as well as other pupils.
- Pupil premium funding is used to provide additional teaching support for the few eligible pupils. They typically make good progress and reach levels of attainment similar to other pupils in the school.

### The quality of teaching is good

- Teaching is consistently good across the school. Almost all parents who responded to the online Parent View survey agreed that their child was well taught and made good progress, and inspection evidence confirms this.
- Teachers know pupils very well. They plan tasks that motivate children to learn and ask questions that challenge pupils to think and make sure all pupils get a chance to respond. Pupils say that they enjoy lessons, have positive attitudes to learning and are keen to do well.
- In a science lesson, for example, pupils were fascinated to see how caterpillars were changing, and went on to consider the characteristics of living organisms. They then used this as a basis to classify different things, and recognised that some objects could be in different groups. As a result they learned some complex vocabulary and new skills and made good progress.
- Teachers and teaching assistants work closely together. A range of measures is used to tackle any slower progress. Effective support is given to those pupils who need it, including those eligible for the pupil premium and those who are disabled or have special educational needs. This ensures that they make good progress and achieve as well as other pupils in the school.
- Teachers generally have high expectations of pupils and what they can achieve, and set tasks that are well matched to pupils' needs and abilities. However, the more-able pupils are not always given work which is challenging enough to enable them to reach the highest levels and

make more than expected progress.

- Pupils' books show a good quantity of work covering all subjects, showing that teaching has been good over time. Work is marked regularly and praise is used effectively. However, teachers do not always give clear enough information about what pupils need to do to improve their work, and do not always check that pupils are following this guidance.

### **The behaviour and safety of pupils are good**

- Behaviour throughout the school is good, and at times outstanding. There is a very inclusive and orderly atmosphere, and pupils have very good relationships with each other and their teachers. Pupils enjoy coming to school and attendance is above average.
- Pupils say that they feel very safe in school and are well cared for. They have a good knowledge of how to keep themselves safe in different situations, including road safety and when using the internet.
- Pupils have a good understanding of different types of bullying, although they say it is very rare in the school. They have every confidence that adults would deal with any issues very promptly should they arise.
- School behaviour logs show that there have been no exclusions for several years, and that the very rare instances of poor behaviour are dealt with swiftly and effectively.
- All parents who completed the Parent View survey thought that their children were safe and well looked after in the school and that behaviour was good. Inspection evidence confirms this.

### **The leadership and management are good**

- The headteacher has a strong vision for the school and its future. This is shared by staff, parents and governors and is demonstrated by the very strong support for the school shown in the Parent View survey and staff questionnaires.
- Leaders and managers have a clear picture of the school's strengths and areas for development. The school improvement plan correctly identifies the key priorities for development and has ambitious but realistic targets.
- Checks on the quality of teaching and pupils' progress identify where improvement is needed. This has led to action to improve the quality of teaching of writing through training, coaching and mentoring. As a result pupils' progress has accelerated and achievement has increased.
- There are effective systems to monitor how well teachers are doing. These take account of pupils' performance and this is considered when making decisions about teachers' salary progression.
- Pupils' progress is accurately monitored, and any underachievement is addressed by providing extra help when pupils need it.
- The curriculum provides a broad range of learning opportunities for all pupils, and is enhanced by a variety of clubs, activities, trips and visits. Pupils take on responsibilities in areas such as the school council and culture council, and there are established links with a school in Ethiopia. These make a strong contribution to pupils' good spiritual, moral, social and cultural development.
- The school welcomes all pupils. It tackles discrimination effectively and promotes good relationships and equal opportunities for all pupils.
- The local authority provides light touch but effective support in reviewing the performance of the school and the headteacher. The authority has an accurate view of how well the school is doing.

■ **The governance of the school:**

- Governors have a range of skills and expertise and are well trained. They have a clear understanding of the school's strengths and what it needs to do to improve, and consider how well they are doing as governors. They support the school well, and hold it to account for pupils' achievement, the quality of teaching and behaviour and safety by asking penetrating questions of school leaders. They ensure that pupils' performance is taken into account when making decisions about teachers' pay. They understand how pupil premium funding is spent, and check that the management of financial resources is effective. They make sure that the school fulfils its statutory requirements, including those related to safeguarding.

## 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

<b>Unique reference number</b>	107438
<b>Local authority</b>	Bradford
<b>Inspection number</b>	413134

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	A Sharrock
<b>Headteacher</b>	D Butler
<b>Date of previous school inspection</b>	30 June 2010
<b>Telephone number</b>	01274 832491
<b>Fax number</b>	01274 833816
<b>Email address</b>	office@keelham.bradford.sch.uk



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