

Killinghall Primary School

Killinghall Road, Bradford, West Yorkshire, BD3 7JF

Inspection dates

10–11 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school

- The experienced headteacher, ably supported by her deputies, all staff and the governing body, sets a very clear direction for the school's work and is rigorously driving forward school improvement.
- Teaching is good and there is a determined drive to make it outstanding. Pupils make good progress from their starting points.
- Pupils' behaviour is outstanding. Pupils from diverse backgrounds care exceptionally well for one another and they say they feel extremely safe at school.
- Disabled pupils and those who have special educational needs do well because their needs are understood and effective support is provided to help them succeed.
- The school offers excellent care and support and provides extremely well for pupils' spiritual, moral, social and cultural development.
- Additional government funding has been used very well to support pupils who need extra help. As a result, they receive effective individual support and data show they are making even better progress than pupils in the rest of the school.

It is not yet an outstanding school because

- Pupils do not achieve equally well in reading, writing and mathematics across all year groups.
- Teaching is not yet outstanding; not all of it uses the information available on pupils' progress well enough.
- A small amount of teaching does not provide enough information to pupils on how to improve their work or does not provide sufficient challenge to help them make fast enough progress.
- Teachers are not always consistent in their expectations of pupils' writing or the presentation of their work across subjects.

Information about this inspection

- Inspectors conducted 25 lesson observations and reviewed a number of short sessions, seeing every teacher at work. Inspectors conducted eight joint observations with senior staff. All staff were offered professional feedback about the lessons inspectors observed.
- The inspectors looked at a range of evidence including: the school's improvement plan; the school's data relating to pupils' progress; monitoring reports; minutes of governing body meetings; the work pupils were doing in their books; and the school's documentation relating to safeguarding.
- The inspectors met with four members of the governing body and school staff. They met with a school improvement consultant and two headteachers from local schools who work in partnership with Killinghall Primary School.
- Nine parents responded to the online questionnaire (Parent View). This was not a sufficient number to generate results; inspectors spoke to a small group of parents and checked the school's records of parents' views. The 82 responses to the staff questionnaire were also checked.

Inspection team

Mark Colley, Lead inspector	Additional Inspector
Kathy Thompson	Additional Inspector
Sandy Dixie	Additional Inspector

Full report

Information about this school

- Killinghall is a larger-than-average-sized primary school; it is currently undergoing substantial expansion due to increased pupil numbers and will have three classes in each year group.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, children of service families and pupils known to be eligible for free school meals, is well above average.
- The proportion of pupils supported through school action is well above average as is the proportion supported at school action plus or with a statement of special educational needs.
- The vast majority of pupils are of Pakistani, Bangladeshi or other Asian heritage.
- Over the past number of years the school has been affected by significant changes to both teaching and support staff. The school is continuing to manage extensive building work that has been underway for the past year and a half.
- The school works in a Local Achievement Partnership with a number of nearby schools. This provides school-to-school monitoring, support and professional development.
- The school provides a before-school breakfast club.
- 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?

- Improve the quality of teaching so that it is consistently outstanding in order to further raise standards and ensure more even rates of pupils' progress in each year group by:
 - always giving feedback to pupils on their work in English and mathematics that enables them to know how to improve, provides them with further challenge and gives them time to respond
 - consistently using information on pupils' progress to tailor learning more effectively to the needs of all pupils
 - regularly checking pupils' understanding so that planned activities and teachers' questions help them learn at a faster rate
 - further developing pupils' writing and presentation skills across all subjects.

Inspection judgements

The achievement of pupils

is good

- A very large majority of children join the Early Years Foundation Stage with skills and abilities that are well below those that are typically expected for their age, especially in communication, language and literacy. Effective planning ensures that activities and tasks are set that enable children to make good progress in all areas of learning through both the Nursery and Reception classes. By the end of the Reception Year the majority of children have developed skills that are just below those that are typically expected for their age across all areas of learning.
- Overall attainment at the end of Year 6 was broadly average in 2012. This was a year group who had lower starting points at the end of Year 2 but who made good progress in Key Stage 2. Likewise, the work of pupils currently in Year 6 is average. They have made good progress from their varying starting points which, overall, were below average at the end of Year 2. A greater proportion of these pupils than in recent years are working above the standards expected for their age in reading, writing and mathematics.
- Overall progress is good across the school, although progress in reading, writing and mathematics is not consistently good in all classes.
- In 2012 the proportion of pupils making more than the expected progress in mathematics was below the national average. Progress data and evidence from pupils' books identify that the school has been effective in addressing this. The proportion of pupils exceeding expected progress is now above average, particularly in Year 6.
- Inspection evidence shows that progress in reading is good. This is a result of the consistent focus on reading and, particularly, pupils' comprehension skills. Pupils' good knowledge of how letters are linked to sounds helps them to read words with which they are unfamiliar. There is a very effective focus in all classes on helping pupils to understand and enjoy books and read more often in school and at home.
- Work in books shows a range of writing, with most pupils having made good progress since the beginning of the year. However, the quality and quantity of writing across other subjects are not of the same standard as in English work. There is also a wide variation in the quality of handwriting within each year group and the quality of presentation. This slows their progress.
- Pupils who are disabled or who have a statement of special educational needs often make outstanding progress because of the high quality of teaching, the early identification of need and the individual support provided. Provision for those who find learning difficult is well organised and reviewed termly.
- The school provides very well for pupils who are known to be eligible for the pupil premium, including those known to be eligible for free school meals. The additional funding is spent on extra staff and resources to enable these pupils to receive individual and small-group support to promote literacy and numeracy. In 2012 this group made better progress than similar pupils nationally and their peers in the school. Their standards in mathematics and writing were in line with those of their classmates, although they were close to one term behind in reading.

The quality of teaching

is good

- Good, and some outstanding, teaching secures good progress overall for pupils, helping them to learn effectively. The majority of teaching meets the learning needs of all pupils well, with teachers having a clear understanding of individual pupils' prior attainment and progress as a result of accurate assessment information.
- In the Early Years Foundation Stage the good teaching ensures that pupils are actively involved in their learning and make good progress. Leaders and teachers have worked successfully to ensure current building work and the relocation of the Nursery and Reception classes have not affected the learning environment or children's educational opportunities.
- Teachers' planning and observations of lessons show that most of the work undertaken by pupils successfully matches their abilities and moves their learning forward quickly. An excellent example of this was observed in the Reception class. Whilst children used a number grid to solve

subtraction problems, the teacher continually questioned pupils, reflecting on their progress and ensuring work was matched perfectly for their individual needs. This resulted in pupils making exceptional progress and because of the precise levels of support and challenge.

- Where teaching is weaker, work is not always challenging enough for some. In the few less successful lessons observed, teachers took too little account of pupils' current and past progress when planning and resourcing lessons. They missed opportunities to check pupils' understanding so that they could change or adapt activities or ask searching questions to make pupils think more and develop their understanding.
- Although pupils' work is regularly marked, teachers do not always provide pupils with clear written comments on what they need to do to improve. This means chances to add additional challenge and take learning even further forward are sometimes missed. Where written comments are given, pupils are not always given sufficient time to reflect and act on them.
- Teaching contributes exceptionally well to pupils' spiritual, moral, social and cultural development through activities such as school assemblies, links with the local community and school trips, and by consistently encouraging cooperation and very effective group working.
- Teaching assistants make a significant contribution to the learning of pupils, including disabled pupils, those with special educational needs and those identified by the school for additional support. As a result, these pupils make excellent progress, particularly in developing their literacy and numeracy skills. The support given to different groups of pupils shows the school's commitment to offering an equality of opportunity to all its pupils and ensures that they all achieve well.

The behaviour and safety of pupils are outstanding

- Pupils are extremely well-behaved in lessons and around the school and have a very clear understanding of the expectations around their behaviour and conduct. The 'Reward Bank' system run in school allows pupils to build up points to spend them in the rewards shop. These points are valued by pupils and help to motivate them to work hard and behave well by recognising their achievements. As a result, pupils have extremely good attitudes to learning.
- Pupils are extremely polite, well-mannered and show exceptionally caring attitudes towards each other and to adults and visitors. They say they enjoy their lessons and are taught and learn well. This view is supported by the vast majority of parents.
- Pupils say they feel very safe in school because they are well cared for by teachers and other adults. They understand how to keep themselves safe. Pupils learn how to swim and learn about road and internet safety.
- The responses from discussions with parents during the inspection and to the parental survey carried out by the school indicate that the vast majority of parents agree that their children are very safe at school and looked after exceptionally well.
- Pupils are aware of the different forms of bullying and say that on the few occasions that any instances of bullying or minor disputes do happen they are dealt with effectively. Pupils feel confident to talk to an adult if they have any concerns and have a clear understanding that the school does not tolerate any kind of bullying.
- The school council plays an excellent role in keeping all pupils informed and in organising enriching events such as 'Killinghall's Got Talent', the summer fair and 'Headteacher's Question Time' in assembly. Pupils enjoy their involvement in fundraising for a number of charities.
- Attendance has been improving steadily over the last three years and in 2012 was broadly average.

The leadership and management are outstanding

- Building and maintaining good achievement, good standards of teaching and improving attendance through a lengthy period of high staff mobility and extensive expansion and building work requires very strong leadership and systems that staff, pupils and parents understand,

support and have faith in. This has been the case at Killinghall. The headteacher has built a very strong leadership team who consistently communicate high expectations and lead by example.

- Most staff and pupils have a very positive opinion of the headteacher's leadership. There is effective practice and strong leadership in all areas of the school that provide significant capacity to improve further as the school comes to the end of a period of significant change.
- The monitoring of teaching by senior staff is rigorous and consistently accurate. From this secure performance management structure an effective range of staff development opportunities have driven forward the improvement in teaching, even though many staff have left and joined the school over the past number of years. The senior staff worked alongside inspectors in the joint evaluation of teaching and the views they expressed consistently matched the judgements given by the inspectors, confirming their accuracy.
- Self-evaluation is robust and the school's actions are carefully planned, concerted and very effective. The performance management targets set by the governing body for the headteacher and by the senior team for every member of staff are linked to improvements in teaching and provision.
- Pupil premium funding is used particularly well. The improvements made in standards and the rate of progress in English and mathematics relate to the careful deployment of this government funding and the school's own resources.
- The way subject-based teaching is organised around themes provides effectively for all pupils, including disabled pupils and those who have special educational needs. Adjustments to this provision to meet individual needs have secured very positive attitudes to learning and rising standards. There is a well-balanced range of multicultural resources and ideas used to enrich the curriculum.
- The school works very effectively with other local schools within a 'Local Achievement Partnership'. This has helped the school to quality assure its work and to share best practice across schools. The local authority views Killinghall as a good school and, as such, it has received limited support.
- The clarity and extent of information provided to the governing body is a clear strength. Senior staff communicate very effectively with stakeholders, agencies and parents.
- **The governance of the school:**
 - Governors possess a wide range of qualities, skills and interests which are used very well to ensure that the governing body challenges and supports the school very effectively. As a result, it holds the school to account strongly for standards and achievement. Its members have a thorough knowledge of procedures to check on the performance of staff and its link with pay, school data on pupils' progress and the quality of teaching. They clearly understand where the school's priorities lie and what further action needs to be taken to help the school become outstanding. Statutory duties are fulfilled and financial management is very secure. Governors ensure that pupil premium funding benefits relevant groups. Safeguarding policies and procedures are fully understood, met and regularly reviewed.

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	107431
Local authority	Bradford
Inspection number	411754

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

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	587
Appropriate authority	The governing body
Chair	Deborah Mills
Headteacher	Gillian Edge
Date of previous school inspection	21 February 2007
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