

Clayton Village Primary School

John Street, Clayton, Bradford, West Yorkshire, BD14 6AD

Inspection dates 5–6 November 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		Requires improvement	3

Summary of key findings for parents and pupils

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

- The quality of teaching is not consistently good. Not enough is done to share the good practice in teaching that already exists.
- Attainment in writing lags behind that in other subjects. There are inconsistencies in the way written work is presented. Pupils do not consistently use their writing skills well in subjects across the curriculum.
- Teachers' marking does not always provide pupils with information about how to improve their own work.
- There are missed opportunities to provide targets to help pupils know just what it is they need to do to improve.
- Teachers do not all use questioning well. As a result, pupils are not always clear in lessons about what they need to do.
- Senior leaders have not ensured that the quality of teaching is consistently good or better.
- Checks on the quality of teaching do not focus closely enough on pupils' learning and progress.

The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage.
- Pupils feel safe. They are polite and friendly and behave well, benefiting from good provision for their spiritual, moral, social and cultural development.
- The re-organised senior leadership team has brought about improvements in the way early reading skills are taught. There are also signs of improvement in other areas, illustrating the school's capacity to improve further.
- Governors now provide a good level of challenge as well as being supportive.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons. Additional short visits to lessons were carried out to look at issues such as how well pupils get on with their classmates and their overall behaviour.
- Meetings were held with groups of pupils chosen at random, members of the governing body and with senior staff. A meeting was also held with a representative from the local authority.
- Inspectors heard pupils read and talked to them about the types of books they enjoy.
- Pupils' current work and assessments were scrutinised.
- Inspectors reviewed 12 responses from parents to the online questionnaire (Parent View).
- They reviewed the inspection questionnaires completed and returned by staff.

Inspection team

Geoffrey Yates, Lead inspector

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- Clayton Village Primary is slightly smaller than the average-sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be supported by the pupil premium funding is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and children who are looked after by the local authority.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has achieved many external awards, including the Healthy School status.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better to raise pupils' attainment and to ensure pupils' progress is consistently good across all age groups by:
 - ensuring questioning is used effectively
 - ensuring lessons are planned well so that pupils are not held back by not understanding what it is they need to do
 - ensuring pupils are given targets that will help them know what they need to concentrate on in order to improve the quality of their work
 - making better use of marking.
- Improve the impact of leadership and management on pupils' achievement by:
 - making sure that the monitoring of teaching has a closer focus on pupils' learning and progress
 - sharing more the good teaching that exists within the school.
- Improve pupils' writing skills so that across the school they achieve well by:
 - ensuring writing skills are taught well
 - providing more opportunities for pupils to use their writing skills in subjects across the curriculum
 - ensuring pupils' work is always presented well.

Inspection judgements

The achievement of pupils

requires improvement

- Teaching has not been good enough over time to raise pupils' attainment sufficiently and consistently in Years 1 to 6.
- Not enough has been done to build on the good start children make in the Early Years Foundation Stage to make sure pupils attain as well as they can by the time they leave school, especially in writing. As such, the school's promotion of equality of opportunity is not yet good enough.
- Pupils' progress overall, from the end of Year 2 to the end of Year 6, is at least in line with that expected. However, pupils' progress is uneven, resulting in standards in national tests in English and mathematics over time being below average.
- In mathematics, recent improvements in teaching are resulting in the most able pupils making good progress. The lack of opportunities for pupils to use their writing skills well in subjects across the curriculum means that progress in writing is not as strong for all pupils, including the most able, and work is not always presented well.
- Leaders reviewed the teaching of phonics and early reading skills and improved provision after the national check on Year 1 reading skills in 2012 showed that pupils' skills were well below the national average. As a result, pupils exceeded the expected levels in the 2013 reading check.
- Children start school in the Early Years Foundation Stage with knowledge, skills and understanding that are below those typical for their age. Good teaching leads to good progress over the year. The focus given to individual children's needs is the key to the success of the Early Years Foundation Stage, with children benefiting from a stimulating learning environment both inside and outside.
- The school has just received additional funding for physical education. Prior to the funding starting, there was already a good level of participation in physical education for pupils. This includes out-of-school sporting activities, such as football being popular with boys and girls. Pupils are developing healthy lifestyles; they understand, and can clearly explain, the importance of taking part in sport.
- There has been some variability in the attainment of pupils for whom the school receives the pupil premium. The attainment of pupils known to be eligible for free school meals in 2013 was below that of other pupils in the school in reading and mathematics by at least a year. The school's records and inspection evidence show that the gap is narrowing.
- Those pupils who speak English as an additional language make similar progress to that of other pupils and are involved fully in all aspects of school life.
- Disabled pupils and those with special educational needs are well supported and make at least expected progress.

The quality of teaching

requires improvement

- Evidence from pupils' workbooks and the school's data about pupils' attainment shows that not enough teaching is good. Inspectors saw teaching that ranged from good to requiring improvement.
- Where teaching requires improvement, teachers do not make sure that all groups of pupils understand the work they are asked to do before being sent off to undertake tasks. Teachers may ask a suitable question but very few pupils respond. When a pupil provides a sensible answer, teachers do not always check that the rest of the group understand. As a result, not all pupils in lessons make the progress of which they are capable because they are unclear about what it is they are asked to do.
- Where teaching is less well planned, pupils find it difficult to understand worksheets and the pace of learning for these pupils slows because they are unclear about what to do.
- Marking is inconsistent and does not provide pupils with clear information about how they might

improve their own work. In writing, basic spelling mistakes are not always picked up and there are inconsistencies in the way work is presented.

- Inspection evidence shows that pupils are not given individual targets to help them improve.
- Where teaching is good, work is matched well to pupils' needs, questioning is used well and pupils are given time to talk about what they are doing. For example, pupils in Year 2 demonstrated a good understanding of number sentences in solving problems.
- There are some examples of well-planned activities, especially in the Early Years Foundation Stage, where teaching is at least good. Children are challenged to use their developing skills to good effect and are totally involved in their learning, both inside and outdoors. For example, when developing their creative skills in making firework pictures in the outside garden area, one child commented that fireworks 'zoom up in the air'.
- Disabled pupils and those with special educational needs benefit from the mostly good quality help provided by teaching assistants.
- The teaching of reading skills has improved and is successful. Pupils say they enjoy reading and are given time to read for pleasure.
- Good support is given to pupils for whom English is an additional language.
- Teachers promote pupils' spiritual, moral, social and cultural development well. For example, visits to places of interest and taking part in sporting events in areas away from the school broaden pupils' understanding of the wider world.
- Parents believe the quality of teaching is good, as do the pupils who spoke with inspectors, but this view is not borne out by inspection evidence.

The behaviour and safety of pupils are good

- Pupils want to achieve well. Older pupils respond well to the opportunities provided for them to take on school responsibilities. These include being a member of the school council and a school 'expert' on internet safety or about the dangers of drug abuse. The recently appointed library monitors are proud to take on their role.
- Pupils say they enjoy school with one pupil stating, 'We all like school.'
- The school employs a good range of strategies to support pupils who at times present challenging behaviour. A learning mentor provides good support to pupils that need it.
- Behaviour in lessons and around the school is good overall. The infrequent incidents of unacceptable behaviour are dealt with effectively.
- Pupils are polite and friendly and are willing to share their experiences about school. For example, they say they like using the computers and they enjoyed a recent trip in which they all took part.
- Parents who completed the school's own questionnaire and those who completed the online questionnaire were mostly confident that the school provides a safe environment and that pupils enjoy school and behave well. A scrutiny of records and observations during the inspection confirm their views are correct and demonstrate that behaviour over time is good overall.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the internet and know how to avoid these problems. One child commented, 'You need to be very careful.'
- Pupils have a good understanding of different types of bullying. They are confident that should any ever occur, adults would deal with it firmly.
- Attendance has improved and is now broadly average.

The leadership and management require improvement

- Leadership and management require improvement because teaching is not consistently good and pupils' attainment over time remains below average overall.

- The impact of performance management is variable and, so far, has not ensured that teaching is typically good. At times, the lesson observations carried out by senior staff focus too much on the methods of teaching rather than on what pupils learn in lessons.
- Not enough is done to share the good practice in teaching across the school.
- The school has an accurate view of itself but staffing disruption has played its part in slowing the pace of improvement since the previous inspection.
- The leadership team has been strengthened but it is too soon to judge the full impact of its work. Early signs are that leadership and management are increasingly effective. There have been improvements in pupils' attainment in reading in Key Stage 1 and in the way mathematics is taught across the school. Teachers now have a better understanding of how to improve pupils' writing skills but it is too early to judge the impact on pupils' learning.
- There is improvement in the help given to governors to take a more active part in leadership and management.
- The curriculum provides a generally good range of subjects and activities and is well supported by extra-curricular activities. However, there is a lack of opportunity for pupils to use their writing skills well in subjects across the curriculum. The school grounds are used well to support pupils' learning.
- Provision for pupils' spiritual, moral, social and cultural development is good. For example, children in the Reception class listened intently as to how their fellow pupils celebrate Diwali.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are met and that the building is a safe environment.
- External support from the local authority contributes to developing the school's work, although the pace of change is not yet brisk enough.
- **The governance of the school:**
 - Governance has improved since the previous inspection. Governors now have a good understanding of performance management arrangements. They are well aware of the school's areas for development and closely examine the data on pupils' progress. Legal responsibilities are discharged well. Governors keep a close check on the school's budget and try to make sure that the pupil premium money is used to good effect for the purpose intended. The safeguarding of pupils is a high priority and robust systems are in place that ensure pupils are safe.

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	107199
Local authority	Bradford
Inspection number	425754

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	210
Appropriate authority	The governing body
Chair	Iain Mewse
Headteacher	Angela Jeffery
Date of previous school inspection	16 January 2012
Telephone number	01274 414115
Fax number	01274 414116
Email address	office@claytonvillage.bradford.sch.uk

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