

# Barkerend Primary School

Hendford Drive, Pollard Park, Bradford, West Yorkshire, BD3 0QT

**Inspection dates** 19–20 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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

- Not enough pupils make good progress from the start of Year 3 to the end of Year 6 in reading and in mathematics.
- Standards are not as high as they should be in reading and mathematics by the end of Year 6, and not enough pupils reach the highest levels.
- In reading and in writing, the standards reached by some boys are not as high as those reached by girls.
- There is not enough teaching in Years 3 to 6 that is good or better.
- Some teachers do not tell pupils exactly what they are meant to be learning in the lesson. When this happens, pupils are unclear about what is expected of them and do not make as much progress as they could.
- Sometimes, teachers and teaching assistants do not plan activities well enough to ensure that all groups of pupils make equally strong progress.
- Not enough opportunities are provided for pupils to improve learning through using computers and other forms of technology.
- Middle leaders do not always keep a regular check that all pupils, especially the most able, make as much progress as possible.

### The school has the following strengths

- Children in the Early Years Foundation Stage are supported extremely well and make good progress, especially in their social development and early literacy and numeracy skills.
- Pupils make good progress in writing.
- Pupils enjoy coming to school and say they feel safe. Attendance and behaviour are good.
- Pupils and staff have a strong sense of pride in their school. This is typified by pupils' smart appearance, high quality displays and a distinct absence of litter and graffiti.
- The curriculum provides an interesting range of opportunities and experiences for pupils and promotes pupils' spiritual, moral, social and cultural development well.
- Leaders and governors know exactly what needs to be done to increase the rate of progress made by pupils. Actions taken in recent months have already started to have a positive impact on improving teaching and achievement.

## Information about this inspection

- During the inspection, 23 lessons and parts of lessons were observed by inspectors. Teachers were observed at least once and two lessons were observed jointly with the headteachers.
- Meetings were held with groups of staff, pupils, parents, three members of the governing body (including parent governors) and representatives from the local authority.
- The lead inspector talked on the telephone to an external consultant who is currently working with the school.
- Inspectors took account of the responses to 48 staff questionnaires. They considered information from previous school surveys carried out with parents and pupils. No results were available from the on-line questionnaire (Parent View) as only seven responses had been submitted towards the end of the second day of the inspection.
- The inspectors reviewed work in pupils' books and listened to pupils read. They observed pupils moving around inside and outside the school and at different times in the day.
- Inspectors observed the school's work and considered a number of documents, including the school's own evaluation of its performance, the school improvement plan, minutes from governing body meetings, and reviews of the school undertaken by external agencies.

## Inspection team

Helen Gaunt, Lead Inspector	Additional Inspector
John Ashley	Additional Inspector
Steve Rigby	Additional Inspector

## Full report

### Information about this school

- Barkerend Primary is larger than the average-sized primary school.
- The proportion of girls is just above the national average.
- The proportion of pupils eligible for the pupil premium is much higher than average. The pupil premium funding is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- There is only a very small proportion of children who are of White British heritage. Many children start school with little experience of speaking English at home.
- The proportion of pupils supported at school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since April 2013, the school has been led by two headteachers working in partnership. There have been a number of changes to staffing and to the membership of the governing body in the last 18 months.
- The school is part of a local partnership arrangement with a number of other Bradford primary schools. Schools within the partnership arrangement provide support for each other and there are opportunities for staff to share good practice across the schools.

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

- Improve the quality of teaching and accelerate pupils' progress, especially in Key Stage 2, to raise attainment in reading and mathematics by the time pupils leave school by:
  - ensuring that boys are given opportunities to read and write about topics that interest them
  - ensuring that teachers and teaching assistants plan together to ensure that activities are correct for pupils' abilities and check that during lessons they make as much progress as possible
  - providing the most able pupils with work that will allow them to reach the highest levels
  - making sure that all pupils know exactly what it is they are expected to learn in every lesson
  - providing appropriate opportunities for pupils to use computers and other technology to further develop their knowledge, understanding and skills.
- Strengthen the impact of leaders and managers in quickening the rate of pupils' progress by ensuring that:
  - leaders provide teachers and teaching assistants with opportunities to observe outstanding teaching
  - middle leaders routinely check on the progress being made by pupils, particularly the most-able.

## Inspection judgements

### The achievement of pupils requires improvement

- Achievement requires improvement because, from the time they start school to the end of Year 6, not enough pupils make better than expected progress.
- Over time, the proportions of pupils making and exceeding the progress expected of them from the start of Year 3 to the end of Year 6 have been below the national average in reading and in mathematics. At the end of Year 6, the overall standards reached by boys in reading and in writing are below those reached by girls. The school's data show that actions taken to improve teaching and resources are beginning to accelerate rates of progress across Key Stage 2 and attainment, although still below average, is rising noticeably.
- Inspection evidence indicates that some of the most able pupils do not reach the standards of which they are capable. Their achievement requires improvement because sometimes, the work set is not hard enough to enable them to reach higher levels and to progress as quickly as they should.
- The majority of children join the Nursery classes with skills that are much lower than those expected for their age. Some have very limited social and language skills. To overcome these difficulties teachers begin to develop links with families before children start in the nursery. This supports the transition from home to school and help is provided to families who may not have strong parenting skills. As a result of this, good teaching and an unrelenting focus on individual children's needs, children make strong progress in developing relationships and in reading, writing and mathematics during their time in Nursery and Reception.
- Over time, standards at the end of Year 2 have been below average in reading, writing and mathematics. In 2012 and in 2013, the results from the screening check in phonics (letters and sounds) at the end of Year 1 were above average, as a result of the strong focus teachers place on teaching phonics. The impact of this is evident in rising attainment in reading and writing. Pupils now make good progress in Years 1 and 2 and standards have risen in all subjects, so that more pupils are now reaching age-related expectations by the time they get to the end of Year 2.
- Leadership is effectively ensuring that the strategies that have promoted the successes evident in Key Stage 1 are being applied in Key Stage 2. The newly appointed literacy coordinator has taken swift action to address underperformance at Key Stage 2 in reading, especially boys' reading skills. Support for lower-ability pupils is helping them to make better progress and new resources are capturing the interests of boys. Reading is promoted through the well stocked library, which is regularly used by parents and pupils. Teachers ensure that pupils read in all lessons and parents are encouraged to read with their children at home. As a result, many pupils now read confidently and although attainment is below average, it is rising and pupils are more confident to use their skills for research in other subjects.
- In mathematics, the two classes in each of Years 3 to 6 are now split into three ability groups and this is enabling teachers to pitch work more closely to pupils' needs. A strong focus on the teaching of mental arithmetic and calculations is helping pupils in Key Stage 2 to improve their ability to apply their skills to solving problems in mathematics as well as in other topics. This, along with additional support for pupils where it is needed, is helping to ensure that pupils make better progress in mathematics across Key Stage 2.
- Pupil premium funding is used to support the learning and attendance of the pupils for whom it is intended. These pupils, including those known to be eligible for free school meals, make good progress as a result of this additional support and, in each of 2012 and 2013, by the end of Year 6, their attainment was the same as that of others in reading, writing and mathematics.
- There is no significant difference between the progress of pupils from different minority ethnic groups. The staff cater well for those who are new to speaking English. Teaching often includes bilingual help and extra help in small groups to improve these pupils' language skills.
- The effective support provided for pupils with special educational needs ensures that they make progress in line with others. Additional support within lessons and in separate groups enables

these pupils to gain the confidence they need to succeed. For example, in a mathematics lesson a teaching assistant had prepared exactly the right kind of work to interest and challenge one low-ability pupil. As a result, good progress was made in both reading and numeracy.

- The primary school sports funding is used well and leading to pupils' increased participation in sport and pupils' increased performance levels. All pupils are given the opportunity to learn to swim. More outdoor equipment has been purchased, and a coordinator has been appointed to promote lunchtime activities, in which all pupils are involved. Pupils appreciate the opportunities they have to engage in sport and physical activity.

## The quality of teaching

## requires improvement

- Although teaching requires improvement there are several aspects of teaching that are good and better. Since the last inspection, there have been some staffing issues in Key Stage 2, which have led to some teaching not being as effective as in other years. This is being addressed by the new leadership team, but some pupils still have gaps in their learning as a result.
- Where teaching requires improvement, pupils make less progress than they could. Teachers do not always explain clearly enough what pupils are meant to be learning so that pupils are confused about what they are learning and thus do not make fast progress.
- Teachers do not pay enough attention to the amount of progress that every group of pupils is making. They do not step in quickly enough to move learning on. Some activities are too easy for pupils, particularly the most able, and they complete them too quickly and do not then move on to more challenging work.
- The school has a good stock of computers. However, there are too few opportunities for pupils to deepen their knowledge and understanding by using computers and other forms of technology.
- Teachers in all years check and mark pupils' books regularly. The majority of books are well presented. Pupils are given useful tips on how they can improve their work, they respond to these tips and teachers check their responses. Pupils know what the green and pink marker pens mean in terms of what they have done well and how they could improve their work. Pupils in Key Stage 2 have learning targets stuck into the front of their books and most know towards which level they are working.
- An outstanding Year 4 mathematics lesson on solving problems involving money reflected the strengths seen in teaching. Strong subject knowledge and tasks set appropriately to pupils' needs ensured that every pupil made good progress in calculating amounts of money as well as in using mathematical language. Pupils were involved fully at all times and thoroughly enjoyed themselves.
- The majority of teaching assistants make a very strong contribution to building pupils' confidence and supporting their learning. Individual support and intervention is increasingly helping individual pupils to overcome specific learning difficulties and make progress in line with that of others in their class. The school employs a number of bilingual staff who provide help for those pupils for whom English is not their first language. This helps them to learn to speak English fluently, to learn well in other subjects and to gain a better understanding of English heritage.
- Teaching in the Early Years Foundation Stage is strong and adults provide a wide range of learning opportunities. This enables children to develop good social skills and to learn cooperatively. Staff have an in-depth knowledge of how well every child is doing and what they need to learn next. Very good use is made of the outside space to extend learning and children work and play together cooperatively, both inside and outdoors.

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

- The behaviour of pupils is good. They behave very well in lessons and around the school. This is because staff have consistently high expectations of pupils of all ages from Nursery upwards. As soon as children arrive at Barkerend they are taught the difference between right and wrong. They learn to respect one another and they are shown equal respect by their teachers. Inspectors did not hear adults raising their voices at any point during this inspection.
- There is a positive, welcoming feeling about the school. Pupils told inspectors that they are well cared for by adults in the school and that they feel safe. Parents agree that their children are safe at school.
- The school puts a lot of emphasis on positive behaviour and rewards pupils for behaving well and working hard. Pupils appreciate the rewards they receive, for example Golden Time. They want to please their teachers.
- Leaders have worked successfully to improve attendance, which is above average. Pupils come to school because they enjoy it. They are enthusiastic about the wide range of activities that take place before, during and after school.
- Group activities at lunchtimes encourage pupils to work as a team and to be supportive of one another.
- The school's work to keep pupils safe and secure is good. Safeguarding procedures meet requirements. There are always adults on duty at breaks and lunchtimes so that any sign of negative behaviour, although rare, is quickly and effectively managed and pupils feel able to play freely and happily
- Pupils told inspectors that bullying is rare and mostly involves name-calling. However, when it does happen, it is dealt with well.
- The school council represents the views of pupils. Year 6 pupils wanted their uniform to include a tie, which was put forward to leaders. As a result of this, the Year 6 uniform has been changed.
- Through lessons, assemblies and a wide range of lunchtime and after-school activities, pupils are developing their spiritual, moral, social and cultural understanding. Pupils come from a range of different religious backgrounds and school leaders take every opportunity to promote understanding and tolerance.

**The leadership and management are good**

- Leadership and management are good because leaders have identified exactly what needs to be done to improve teaching and to raise achievement further, having positively resolved some staffing issues. This is reflected in the most recent school improvement plan and school self-evaluation documents. Priorities are accurate and actions taken in the last couple of years are having a positive outcome for pupils. Successes seen in the Early Years Foundation Stage and Key Stage 1 are now becoming more evident in Key Stage 2.
- The local authority and other headteachers in the Bradford local area partnership all comment positively on school leaders' capacity to make further improvements.
- A strength in leadership has been the focus on establishing a community where pupils learn to accept responsibility for their own behaviour. As a result, a positive ethos for learning is in place.
- The headteachers' judgements of teaching over time and during the inspection, in joint observations, are accurate. The weakest aspects have been eliminated and successful action is being taken to raise the quality of teaching even further, including well focused training.
- The current headteachers have taken action to tackle underperformance in the face of staffing issues that arose following the last inspection. They have successfully dealt with local recruitment problems, which have meant the school has had a struggle to find good teachers, particularly at Key Stage 2. This has now been resolved and the quality of teaching at Key Stage 2 is improving, although there are aspects remaining that still need to be improved to ensure

that teaching is consistently good. As yet, the best practice in the school is not shared routinely so that teachers can learn from each other.

- The system of setting targets for teachers to improve their skills is robust. Leaders at all levels, including middle leaders, have high expectations and regularly check on the quality of teaching and support for pupils. Teachers' targets are closely aligned to the Teachers' Standards and it will be unlikely that a teacher will progress up the pay spine unless pupils have made good progress.
- The checks on pupils' progress are more robust and support is placed where it is most needed. The success of this is evident in the help provided for the pupils with special educational needs. However, teachers and middle leaders do not always keep a close eye on the progress of some groups of pupils to ensure that, for example, the most-able pupils always make enough progress and reach the highest standard of which they are capable. Despite this, the school promotes effectively equal opportunities and all pupils are treated fairly.
- Staff morale is high. Staff feel well supported by school leaders and are committed to making further improvements. All staff place a huge emphasis on developing pupils socially and emotionally, as well as academically and consider all of these aspects when planning lessons and other learning opportunities.
- The school provides many opportunities for parents to come into school. These include: the Parents' Forum, where parents can express concerns, make suggestions or simply meet staff and governors; Family Weekend Fun Days, which are well attended and parental use of the library. Leaders are conscious that many parents do not speak English well (if at all) and the school website can be accessed in over 60 different languages. This indicates leaders' commitment to tackling any discrimination.
- Leaders have developed a strong curriculum in which pupils' numeracy and literacy skills are promoted at every opportunity and this is contributing to the increasing rates of progress pupils are now making. Pupils' interests lead the topics around which trips and visits are planned and upon which extended writing opportunities are based.
- The local authority checks the school's performance each year. The school makes good use of the local partnership arrangement for sharing good practice.
- **The governance of the school:**
  - Governors are very supportive of the school and those who are newly appointed are keen to develop their skills and expertise. They are becoming more effective in challenging school leaders. Last year the governing body decided to restructure its committees and this is increasing their efficiency to deal with aspects of the school in more detail. The governing body makes effective use of a wide range of information provided by the headteachers and other school leaders. They are extending this information and their skills to interpret data by undertaking extra training. Governors are aware of the quality of teaching and have employed external consultants to validate the school's judgements on teaching. The governing body controls resources and finances effectively and makes sure that they are matched to priorities to make the school better. Governors know how the pupil premium funding is used and that it makes a positive difference to the performance of those pupils who are entitled to it. Governors are carefully monitoring the performance of teachers and teachers' pay is linked to their performance in the classroom.

## 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>	107202
<b>Local authority</b>	Bradford
<b>Inspection number</b>	440757

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	493
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Elias-Winter
<b>Headteacher</b>	Ms L Fewlass / Mrs A Winter
<b>Date of previous school inspection</b>	30 March 2011
<b>Telephone number</b>	01274 773003
<b>Fax number</b>	01274 773966
<b>Email address</b>	office@barkerend.bradford.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

