

Sandy Lane Primary School

Cottingley Road, Allerton, Bradford, West Yorkshire, BD15 9JU

Inspection dates 19-20 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Not enough pupils have made good progress or achieved well since the previous inspection in reading, writing and mathematics in Key Stage 2.
- Teachers do not always set work that challenges pupils to achieve as well as they can.
- Pupils are not given sufficient time to respond to marking, which is not used consistently to show them how to improve.
- Lessons do not always start promptly.
- The limited range and lack of quality of reading resources do not enthuse pupils to read widely and for pleasure.
- Writing skills are not built upon progressively as pupils pass through the school.
- Pupils' mathematical problem-solving skills are not developed well enough.
- Pupils' attendance is below average and persistent absence is above average. Leaders have not tackled these issues with enough rigour.
- Not all leaders are sufficiently skilled in evaluating the school's performance, especially pupils' progress, and in taking action to bring about improvement in teaching and achievement.
- Governors do not systematically challenge senior leaders about the school's performance.

The school has the following strengths

- The new headteacher is a strong leader whose actions have led quickly to improvement in the quality of teaching and pupils' progress in Key Stage 2.
- Pupils make good progress and achieve well in the Early Years Foundation Stage and Key Stage 1.
- Pupils have a good understanding of how to keep themselves and others safe.
- Pupils' learning is enlivened by a wide range of enrichment experiences.
- The care and welfare of pupils is central to the school's work.
- Leaders and governors have the ability to take the school forward.

Information about this inspection

- The inspectors observed 17 lessons or parts of lessons taught by 11 teachers. Three of these were joint observations with the headteacher.
- Discussions were held with the Chair of the Governing Body, other governors, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 67 responses to the on-line questionnaire (Parent View) in carrying out the inspection. Account was also taken of the 141 responses to a school questionnaire recently sent to parents to gain their views about its performance.

Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Baljinder Khela

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- Sandy Lane is larger than the average-sized primary school.
- The proportion of pupils supported at school action is above average, as is the proportion at school action plus or with a statement of special educational needs.
- There is an average proportion of pupils eligible for support through the pupil premium. The pupil premium provides additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is well above average, with 19 different ethnic groups represented in school. Many of these pupils do not have English as their first language and an increasing number have little or no spoken English on entering school.
- The school meets the government's current floor standard, which sets the minimum expectations for attainment and progress in English and mathematics.
- There has been significant disruption to staffing in Key Stage 2 since the previous inspection because of staff absence, requiring a succession of different supply teachers.
- The headteacher was appointed in September 2013.
- The school has gained a number of national awards, including the Artsmark, and holds 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, especially in Key Stage 2, by:
 - ensuring that teachers always give pupils work that enables them to reach their full potential
 - making sure that lessons start promptly in order to maximise time for learning
 - ensuring that marking throughout the school is used consistently to show pupils how to improve and providing them with enough time to respond to it.
- Raise achievement in reading, writing and mathematics by:
 - extending the range and improving the quality of reading resources
 - ensuring that pupils' writing skills are built upon in a progressive manner as they pass through the school
 - improving pupils' ability to use their mathematical calculation skills to solve number problems in real-life situations.
- Improve leadership and management, including governance, by:
 - ensuring that all leaders are adept in evaluating the school's performance, especially pupils' progress, and in taking action to bring about improvement
 - taking rigorous action to raise attendance and reduce persistent absence
 - making sure that governors systematically challenge senior leaders about the school's performance.

Inspection judgements

The achievement of pupils

requires improvement

- Since the previous inspection the disruption to teaching in Key Stage 2 has had an adverse impact on pupils' progress and attainment. Standards by the end of Year 6 have been broadly average in reading, writing and mathematics but declining, and in 2013 were below average. However, action taken by the headteacher has reversed this decline and most pupils currently in Year 6 are working at expected levels for their age in reading, writing and mathematics and increasing numbers are exceeding them. However, achievement requires improvement because not enough pupils as yet make good progress from their individual starting points, especially at Key Stage 2.
- Pupils are improving their reading skills but progress is hindered because of the limited range and quality of reading materials. The school rightly acknowledges that these fail to enthuse pupils to improve their skills by reading widely and for pleasure.
- Many pupils express their ideas in writing. This was evident in pupils' writing in Years 3 and 4 when they wrote some imaginative character descriptions. However, punctuation and grammar skills are insecure because teaching does not build upon pupils' skills in a progressive manner as they pass through the school.
- In mathematics, teaching has effectively ensured that pupils have secure calculation skills across the four rules of number. As yet, they do not have enough practice to apply these skills and so are not adept in solving problems in real-life situations.
- Children's ability levels on entry to school are generally below those expected for their age, particularly in speech and communication skills. Teachers focus on these aspects especially, enhancing their language skills through practical activities. They make good progress in the Early Years Foundation Stage, though attainment is below average on entry to Year 1.
- Progress through Key Stage 1 is good and pupils achieve well. As a result, by the end of Year 2 their attainment in reading, writing and mathematics is broadly average. Letters and sounds are taught effectively and pupils use these successfully to tackle new words in reading and writing.
- Disabled pupils and those who have special educational needs make the same progress as that of other pupils because extra support is provided to meet their specific needs. Pupils whose first language is not English and those new to speaking English also receive extra support to enable them to make progress similar to that of other pupils.
- The most able pupils are not always given work that stretches them to do their best and this limits their progress at times. Overall progress requires improvement because teaching does not consistently enable pupils to achieve as well as they can. Despite this, most pupils in the school make similar progress regardless of their ability and this reflects the successful promotion of equality of opportunity and the tackling of discrimination.
- The funding for pupils known to be eligible for the pupil premium has been used successfully to narrow the gap between pupils known to be eligible for free school meals and other pupils in school. As a result, they make sound progress and their attainment in English and mathematics by the end of Year 6 is close to that of other pupils not supported by the pupil premium, being about a term behind. This demonstrates the school's successful commitment to equality of opportunity.

The quality of teaching

requires improvement

- Even though teaching is improving there is not enough of it that is good or better, especially in Key Stage 2, and so it is judged to require improvement.
- The activities provided especially for the older pupils do not always match their ability, being too easy for some and too hard for others, and this slows the progress they make. Lessons do not always start promptly and this limits the time that pupils have to learn.
- Marking of pupils' work does not always make it clear how they can improve. Pupils are not

given sufficient time to respond to marking and so they do not always learn from their mistakes.

- In the Early Years Foundation Stage, teaching is good. Adults provide practical, first-hand experiences that capture and maintain children's interest. This was evident in a session in which children were identifying and talking about the properties of 3D shapes. The outdoor area is used well to build upon learning that has taken place indoors.
- There are several aspects of teaching that are successful in both Key Stages 1 and 2. Pupils understand what they are being asked to do because teaching includes clear explanations. This enables pupils to set to work confidently because they know what they need to do to succeed. Expectations of pupils' behaviour are high and this is managed well so that lessons flow smoothly.
- Pupils say they enjoy working together to complete tasks. This was evident in a mathematics lesson for pupils in Year 4 in which they made good progress in their understanding of how to use trial and error methods to solve number problems.
- Teaching assistants provide sound support for all pupils, particularly disabled pupils, those who have special educational needs, pupils known to be eligible for support through the pupil premium and those whose first language is not English. Small-group activities for pupils new to English enable them to make good gains in learning to speak English.
- Teachers promote pupils' spiritual, moral, social and cultural development soundly, such as by providing opportunities for them to share and discuss their different cultural backgrounds.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. Parents, pupils and staff say that behaviour has improved over the last six months and the school is a friendlier place in which to be. However, behaviour requires improvement because there are still some pupils who find it difficult to act responsibly at times. As one pupil commented, 'Behaviour is usually good in school but sometimes some pupils misbehave in class and around school.'
- Behaviour management is more consistent because of the simplification of school rules and the reward and sanction system. This was introduced by the senior leadership team to ensure that staff and pupils were clear about behavioural expectations. Pupils say it is a much fairer system and has improved behaviour.
- There is a good awareness among pupils of the different types of bullying, such as cyber and physical bullying. They say it does not happen often and are confident that any bullying would be dealt with promptly by staff.
- Pupils work hard to ensure that classrooms and other areas are kept tidy and litter free. They usually get on with their work well and enjoy working together to complete tasks.
- Pupils' attendance is below average and persistent absence is above average. Attendance is improving because of action taken by leaders, such as the recently introduced absence in term time policy which has reduced requests from parents for extended leave to countries of origin. However, leaders rightly acknowledge there is more to do and that action to improve attendance is not rigorous enough.
- The school's work to keep pupils safe and secure is good. The school is a safe place in which to learn. Pupils' understanding of the dangers associated with roads, railways, water and the use of the Internet is promoted well by the school. Consequently, pupils have a thorough understanding of how to keep themselves and others safe.
- Pupils say they feel safe in school at all times because adults take good care of them.
- There are many opportunities for pupils to take on responsibilities, including the school council, friendship and sports leaders. Pupils carry out their roles diligently and, in so doing, enhance school life.

The leadership and management**requires improvement**

- The school's leadership is securing improvements in pupils' achievement and in teaching. However, leadership and management require improvement because, especially in Key Stage 2, not enough teaching is good or better and not enough pupils make good progress in reading, writing and mathematics. Not all leaders are adept in evaluating the school's performance, especially pupil progress, and governors do not systematically challenge senior leaders about the school's performance.
- The new headteacher has quickly had a positive impact on the school and leads by example. Actions are in place to resolve some of the staffing issues that have affected progress since the previous inspection. Leaders and governors are ambitious and with a clearer steer about the future, have the skills to move forward.
- The arrangements for checking how well the school is doing give a realistic view of its performance. The correct areas for development have been identified and detailed plans put into place to bring about improvement.
- Leaders carry out their responsibilities diligently to check on pupils' progress. Not all of them, including middle leaders, are adept at using this information to best effect by implementing actions that ensure that pupils, especially the most able, always make enough progress as they move through the school.
- Leaders check on teaching and identify what needs to be done to ensure that it is consistently good. Success in responding to these issues is not yet secure, especially in Key Stage 2.
- The management of staff performance and training of teachers and other adults is being improved so that it more clearly focuses on raising pupils' achievement. The performance of teachers is linked to their salary progression.
- The new primary sport funding has been used wisely to employ a sports coach to work alongside staff to improve their expertise in teaching physical education. The number and range of after school sports clubs have been increased and more pupils are taking part in sporting activities.
- Leaders and governors ensure that all pupils are safe and looked after well.
- The local authority has provided light touch support since the previous inspection. It rightly recognises the need to provide stronger support in the future.
- The school enlivens pupils' learning experiences by providing a wide range of extra-curricular activities and visits, including the Space Centre in Keighley. Pupils' spiritual, moral, social and cultural development is promoted soundly.
- Improvements made by leaders and governors over the last six months show that they have sufficient ability to take the school forward.
- **The governance of the school:**
 - The governing body is supportive of the school but does not systematically challenge senior leaders about its performance, for example, to ensure that the procedures to improve attendance are effective. They understand the data relating to the school's performance and know how the management of performance is used to improve staff expertise, reward good teaching and tackle underperformance. Governors know the school's strengths and weaknesses and have an accurate view of the quality of teaching. They understand the data relating to the school's performance and know how the management of performance is used to improve staff expertise, reward good teaching and tackle underperformance. Governors manage the budget effectively and hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement. The governing body makes sure that safeguarding requirements are met.

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	107219
Local authority	Bradford
Inspection number	440760

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.

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	313
Appropriate authority	The governing body
Chair	Alan Brown
Headteacher	Lynette Brammah
Date of previous school inspection	7 March 2011
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