

Denholme Primary School

Minorca Mount, Denholme, Bradford, West Yorkshire, BD13 4AY

Inspection dates 27–28 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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' achievement is good. They make good progress from their various starting points. By the end of Year 6 in 2013, standards in reading, writing and mathematics were above average.
- The quality of teaching is good with examples of outstanding practice. The best is expected of pupils and well-thought-out activities help pupils make good progress.
- Pupils with special educational needs progress well and the Designated Special Provision for autistic children is an asset to this fully inclusive school.
- Behaviour in classrooms and around the school is good. Pupils show respect to others and work well together with an enthusiasm for learning.
- Pupils say they feel safe in school and that adults in school help them if they have any problems or concerns.
- The headteacher's leadership is effective in improving pupils' achievement, the quality of teaching and pupils' behaviour. He is well supported by a competent senior leadership team and enthusiastic middle leaders.
- Governors use their skills and expertise well to challenge the school to enable further improvement.
- Pupils' spiritual, moral, social and cultural development is of the highest quality and underpins a rich and exciting curriculum which captures pupils' interest and motivates them to learn.

It is not yet an outstanding school because

- Standards in reading, writing and mathematics at Key Stage 1 have remained below the national average for the past three years.
- Occasionally, the most able pupils are not challenged sufficiently and given hard enough tasks to improve their learning.
- The quality of marking varies. It does not always show pupils what they must do to improve their work and when it is given, pupils are not always allowed time to respond to the advice.
- Some pupils do not attend often enough and attendance is below the national average.

Information about this inspection

- The inspectors observed 14 parts of lessons. Two were observed jointly with the headteacher.
- Inspectors analysed pupils' work and the school's data about their standards and progress.
- A discussion was held with a group of pupils, as well as informal conversations with them during lessons and at break times.
- Inspectors observed pupils moving around the school and at playtimes.
- Meetings were held with a representative from the local authority, members of the governing body, senior and middle leaders, the parent involvement worker, teaching assistants and a school improvement advisor.
- Inspectors listened to pupils read and talked to them about the types of books they enjoy.
- Inspectors analysed a range of documentation, including: safeguarding records and those relating to pupils' behaviour and attendance; records of the checks made on teaching and pupils' learning; the school's review of its own performance and improvement plans.
- Inspectors took account of recent questionnaires sent by the governing body to parents and the views of parents gathered during the inspection. There were 21 responses to the on-line questionnaire, Parent View.
- Inspectors took account of 24 questionnaires returned by staff.

Inspection team

Julie Harrison, Lead inspector

Additional Inspector

Sheila Kaye

Additional Inspector

Full report

Information about this school

- This school is an average-sized primary school.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is well-above average.
- Most pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils eligible for the pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children who are looked after by the local authority.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school has Designated Specialist Provision for autistic children on its site.
- The school has achieved Healthy School status and Eklan Communication Friendly Schools Status.
- The school is part of the Bradford Primary Improvement Partnership. The headteacher is the area representative. It is also part of the Airedale Learning Community; a network of local schools in which the deputy headteacher and assistant headteacher lead aspects of the Community Action Plan.

What does the school need to do to improve further?

- Improve teaching further in order to raise pupils' achievement in reading, writing and mathematics, especially for the most-able pupils and those in Key Stage 1, by:
 - ensuring that there is sufficient challenge throughout lessons for the most able pupils
 - ensuring that the best practice in marking is used consistently throughout the school to show pupils how to improve their work and by providing them with enough time to respond to it
 - sharing high quality teaching across the year groups and key stages so others can improve their own practice.
- Increase attendance to at least average.

Inspection judgements

The achievement of pupils

is good

- Children join the school in the Nursery class with skills that are generally below those typical for their age. Many make good progress from their low starting points throughout the Early Years Foundation Stage so their skills are just below those typical for their age by the time they start Year 1.
- Standards in reading, writing and mathematics in Key Stage 1 have improved continuously over the past three years but they were still below the average in 2013. However, the current Year 2 pupils are making good progress and are working at standards broadly in line with the average.
- Pupils in Key Stage 2 make good progress overall, even when standards vary. In 2013, standards in reading, writing and mathematics at the end of Year 6 were above average for the first time in three years. The impact of the Designated Specialist Provision on the school's end of key stage results varies from year to year depending on the severity of the pupils' needs and the number in the year group.
- Pupils in Key Stage 1 read new and unfamiliar words successfully. Their attainment in the Year 1 screening check in phonics (letters and the sounds they make) varies. The results in 2013 dipped below the national average, whereas the current Year 1 pupils are working at a much higher standard. Pupils in Year 2 and Year 6 enjoy reading and apply their skills across the curriculum.
- Recently, the school's leaders have focussed on improving pupils' writing skills by using books as starting points. This is beginning to improve pupils' standards and progress. Pupils very sensibly discuss their ideas and then go on to write at length. They produce work with detailed description and correct spelling and punctuation.
- Standards and pupils' progress in mathematics are improving due to good teaching and clear explanations of mathematical strategies. Pupils have opportunities to apply their mathematical skills. Year 2 pupils worked out how many flowers they could take home for Mother's Day from a set number of bunches of daffodils.
- The most able pupils make the progress expected of them, or more than this, by the time they leave the school. Current progress for these pupils varies across the school and for different subjects, but overall, it is an improving picture. However, sometimes the most able pupils are not given hard enough work in order to challenge them enough to make even better progress.
- Most disabled pupils and those with special educational needs make good progress from their starting points. Their individual needs are understood and they are well supported in their learning.
- The pupils in the Designated Specialist Provision for autistic children have highly complicated needs. They are integrated into the mainstream classes when appropriate. These pupils make differing amounts of progress throughout their schooling, because there are times when they need to concentrate on learning social and behavioural skills.
- The pupil premium funding is used effectively to support individual pupils across the school so that any gaps in attainment between those pupils known to be eligible for free school meals and others not eligible are closing overtime. In 2013, at the end of Year 6 pupil premium funded pupils achieved better than similar pupils nationally but they were one term behind their fellow peers in the school. This demonstrates the school's effective promotion of equal opportunities.

The quality of teaching

is good

- Teaching is good across the school and some is outstanding.
- During lessons, pupils are focussed and listen well because it is made clear to them what they need to do to be successful. As a result, pupils work hard and understand what is expected of them. Tasks usually build well on pupils' skills and knowledge so that the pace of learning is good and relevant support is at hand when required. Pupils work well together and support each

other's learning.

- Learning activities successfully capture pupils' interests. Staff know pupils' capabilities well and pupils are expected to work hard. Usually, the most able pupils benefit from tasks that are set at the correct level of difficulty, but occasionally they find the tasks too easy and their progress slows.
- Writing skills are now taught in an exciting way. Pupils are motivated to enrich their work. Year 6 pupils worked on 'The Lost Thing' quickly produced the descriptive phrases 'the inside of the body is like a lava lamp' 'skittered like an over-sized crab' and 'tentacles that slither and wriggle'.
- Pupils learn phonics in a structured way. They gain confidence and apply their knowledge well in reading and to help them with spelling. There are many opportunities to read and write for pleasure and for research, especially within homework which is based on different topics. Even reluctant readers and writers are working with their families to produce booklets of a high standard on themes such as the Egyptian Gods and Mexico.
- The teaching of mathematics involves and interests pupils well. This was seen when Year 3 pupils used Venn diagrams to set up their own investigations to record information about faces, edges and vertices of three-dimensional shapes, by choosing independently two or three different criteria. This activity was organised to challenge the mathematical thinking of all ability groups and pupils made good progress.
- Adults in the Early Years Foundation Stage provide stimulating activities for children to promote an enjoyment of learning. In the Nursery, children are taught life skills, for example, how to use scissors correctly and tidy up before moving to another activity of their choice. They were very proud of their decorated cookies. The Reception children are taught how to do things for themselves, for example, when changing for physical education and walking through the school and down steps quietly and safely. Adults in both classes in the Early Years Foundation Stage are good role models; they discuss activities enthusiastically and emphasise the use of good manners.
- Teaching assistants are successful in building up pupils' self-confidence and in helping them to learn and make progress. They enable pupils from the Designated Specialist Provision to join the mainstream classrooms when appropriate.
- Literacy, numeracy and topic books show that pupils of all abilities and groups are making good progress this academic year. Some teachers' marking uses the school's 'green and gold' method to show pupils their strengths and their next steps for improvement. They are given time to respond so that they learn from their mistakes. However, this is not evident throughout the whole school and so not all pupils benefit.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They are polite and behave well throughout the school. This results in calm and friendly classrooms. Even minor misbehaviour is rare.
- Pupils enjoy school. They play and work well together and are keen to learn. They are eager to discuss their learning and listen well to each other. Pupils are proud of their work which is well presented.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and they have a good understanding of how to keep safe. They are confident that any issues will be dealt with effectively. They understand about different types of bullying, including cyber bullying and say that bullying is rare. A range of school activities inform pupils how to stay safe on the internet.
- Pupils behave well at play time and during the lunch break. The lunch-time staff have been trained in 'Happy Lunchtime', which has helped to improve behaviour and lunchtime activities.
- The school's published attendance figure is below the national average but attendance has improved this academic year. The Parent Involvement Worker has supported families and pupils so that the number of pupils who are persistently absent has decreased. The school continually admits new arrivals who fall into this category and so the overall attendance figure does not

reflect the improvement. The school has also successfully raised the attendance of free school meal pupils faster than non-free school meal pupils so that the gap between the two groups is closing.

- There have been no exclusions from the mainstream school. Fixed-term exclusions have involved pupils from the Designated Specialist Provision where pupils' behaviour shows marked improvement overtime. There have been no permanent exclusions.
- One parent with a pupil in the Designated Specialist Provision stated that the school is fully inclusive and her child is 'included, everywhere and he receives individual care and attention'.
- Pupils, staff and governors state that the school provides a safe place to be and that pupils enjoy school and behaviour is improving. The majority of parents spoken with by inspectors had no concerns about the school. The school's recent parental questionnaires and responses on Parent View were mainly positive about behaviour and safety.
- Pupils enjoy the extra-curricular activities, especially the before school 'Freddie Fitness' club.
- The 'Parent Pledge Tree' supports pupils and families working together. Parents have stated 'I'll carry on getting the kids to school on time' and 'I'll read more often to my daughter'.

The leadership and management are good

- The headteacher has a thorough understanding of the school's strengths and weaknesses. His enthusiasm and high ambitions are shared by staff and governors, as they strive to improve pupils' achievement, the quality of teaching and behaviour and safety.
- The headteacher is driving the school forward with the support of a competent senior management team. New teachers are successfully introduced to the school's ways of doing things with appropriate support. However, the sharing of good practice amongst all staff across year groups and key stages is not yet fully in place.
- The headteacher and senior management team now have rigorous and robust systems in place to check on pupils' progress and the quality of teaching and learning. They are focussing on all groups of pupils, including the most able.
- The school's view of how well it is doing is accurate. The school development plan includes the correct priorities to move the school forward.
- Performance management is focussed on demanding targets to improve the quality of teaching and to raise standards, which is ensuring teachers are more accountable for the progress pupils make.
- Middle leaders are enthusiastic about their responsibilities. They are implementing new planning, teaching and assessment initiatives throughout the school for reading, writing and mathematics. Their new writing strategy is already improving pupils' writing. The '3-7 cross-phase leader' is developing ways to improve the quality of teaching and provision across the Early Years Foundation Stage and Key Stage 1.
- Senior leaders ensure that the Designated Specialist Provision is fully inclusive in the range of attitudes and strategies that it models. Staff work closely with mainstream staff to enable the pupils to join the mainstream classes whenever it is appropriate. This helps all pupils to learn tolerance and understanding of others.
- The leadership team and the parent support worker are working diligently and successfully to improve attendance for all pupils, including those who are still persistently absent and pupils eligible for free school meals.
- Displays around the school highlight the vibrant and creative curriculum pupils enjoy. Spiritual, moral, social and cultural awareness underpins this interesting curriculum which has a focus on equality for all pupils. A new initiative to raise the aspirations of girls, includes visits from local 'role models'. The school also raises pupils' awareness of Bradford's cultures and diversity.
- The school has invested some of the primary sport funding to provide specialists to work with staff to improve the teaching of physical education. The success of this was seen in a Reception class gymnastics lesson when these young children discussed five basic skills and improved them

to a good standard, copying demonstrations from staff.

- Pupil premium funding is being used well to support pupils' academic achievement so that any gaps between those pupils eligible for the funding and others is closing.
- Partnerships with other local educational and community groups work well to improve the achievement of pupils.
- The local authority provides light touch support to this good school.
- Safeguarding arrangements are good and meet current requirements.
- **The governance of the school:**
 - Governors support and challenge the school well. The Chair of the Governing Body leads the governors effectively and they use their skills and expertise well to improve teaching and pupils' achievement. Governors are well informed and look carefully at the data on the school's performance. As a result, they understand how well pupils, including those supported through pupil premium funding, are progressing. They understand the performance management process and ensure that pay and promotion for staff is linked to targets. The governors oversee the school's finances well, including those for the Designated Specialist Provision.

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	107282
Local authority	Bradford
Inspection number	440763

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Steve Nunn
Headteacher	Malcolm Campbell
Date of previous school inspection	25 January 2011
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