

# Laycock Primary School

Laycock Lane, Laycock, Keighley, West Yorkshire, BD22 0PP

**Inspection dates** 24–25 June 2014

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

- Decisive action by the headteacher, with the support of senior staff and governors, has led to good improvement, both in pupils' progress and the quality of teaching since the previous inspection.
- Pupils currently make good progress from their starting points.
- Teaching is now consistently good. A key factor is the good use made of information about pupils' progress in planning the work teachers set, especially in English lessons.
- Pupils' behaviour is good. They have a great pride in 'their' school. They say they feel safe.
- The school's focus on the importance of good attendance has led to above average attendance.
- Very strong pastoral care within this small school environment is a key strength.
- Governors ask searching questions and are well-informed about the school's strengths and areas for development.

### It is not yet an outstanding school because

- Not enough teaching is outstanding in making sure pupils' progress is rapid.
- Pupils are not given sufficiently challenging opportunities to use their mental arithmetic skills in solving mathematical problems.
- Marking in mathematics is not always effective.
- More needs to be done to improve the attainment of pupils supported by the pupil premium in mathematics.
- Pupils' work is not always well-presented.

## Information about this inspection

- The inspector observed eight teaching sessions.
- The inspector also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to some pupils read.
- Discussions were held with several groups of pupils, members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspector took account of the results from the school's own consultations with parents, and spoke to several parents. There were insufficient entries on the Ofsted's on-line questionnaire (Parent View) for those responses to be considered.
- The responses from staff questionnaires were also considered.
- The inspector observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and additional primary school sport funding, as well as documentation and records relating to pupils' behaviour and safety.

## Inspection team

Geoff Yates, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils who receive 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 and for children that are looked after by the local authority.
- The large majority of pupils are from White British heritage.
- The very small size of the school means that no reference can be made to whether or not the school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching further in order to accelerate pupils' progress and result in outstanding achievement by:
  - making sure that pupils are given good opportunities to use their numeracy skills well in solving challenging mathematical problems
  - doing all that is possible to ensure that pupils supported by the pupil premium funding achieve as well as other pupils in mathematics
  - ensuring that marking in mathematics is of the highest quality to enable standards to continue to improve
  - making sure that pupils' work is presented well.

## Inspection judgements

### The achievement of pupils is good

- When they start school in the Reception class, most children have levels of knowledge and understanding which are below those typical for their age. Children enjoy learning new skills. For example, they show great interest in activities such as adding numbers, finding out about the adventures of Peter Rabbit and learning from numeracy games played with older pupils. By the time children enter Year 1, their skills are close to those typically achieved by children nationally at this age.
- Pupils, including the most-able pupils, now make good progress through the rest of the school, which is a positive improvement since the previous inspection. This is a direct result of improvement in the quality of teaching. Disruptions in teaching in lower Key Stage 2 have now been addressed, with pupils now making good progress.
- Reading is taught well. The results of the Year 1 screening in phonics (letter and the sounds they make) show outcomes higher than national figures. By the time pupils reach Year 6, most are competent readers, able to read widely, both for pleasure and for purpose.
- In mathematics, pupils are given plenty of opportunities to develop accurate skills in basic number work, but there are too many opportunities missed for them to apply these skills well in solving mathematical problems.
- With very small numbers of pupils in some age groups (only five in Year 6 in the previous year) data need treating with care. Current school data and inspection evidence show an upward trend in pupils' attainment at the end of both Key Stage 1 and Key Stage 2. Inspection evidence and school data indicate that this year pupils' attainment in Year 6 is in line with the national average in English and mathematics.
- The most-able pupils achieve well in English and mathematics. This group of pupils in Year 2 confidently explained what time connectives are. Outstanding teaching in this class ensures that pupils are challenged to use their writing skills very well, with one child's accurate description of a Victorian mangle saying, 'To use it you need to turn the handle and the water squeezes (squeezes) out.'
- In the 2013 year groups, pupils who were supported by the pupil premium funding, including those known to be eligible for free school meals, made similar good progress to that of others. There is no gap between what they attain and what other pupils in the school attain in English, but there is a gap of about two terms in mathematics, which is narrowing.
- Disabled pupils and those who have special educational needs make good progress, because their needs are well known and good support from teachers and teaching assistants enables them to achieve well from their starting points.

### The quality of teaching is good

- Good teaching has a positive impact on pupils' learning and progress. Leaders are working to ensure that more is outstanding. Pupils say how much they enjoy lessons and how teachers make learning enjoyable. One pupil commented, 'The teachers are always there for you.'
- The quality of teaching has improved since the previous inspection, because good use has been made of monitoring information and of professional development opportunities in helping teachers develop their skills. As a result, teaching is consistently good, with some practice outstanding. Pupils' behaviour is managed very well.
- A major strength of teaching is the way staff value the importance of establishing good quality relationships. Pupils are confident that if they need help, they will get it and if they have personal problems, someone will listen to them.
- Pupils are helped to develop good learning skills, such as not giving up when the work is challenging. This improves the achievement of pupils. However, at times, not enough emphasis is given to pupils presenting their work neatly.

- Teachers work closely with teaching assistants, who make a valuable contribution to pupils' learning. Teaching assistants are good at allowing pupils enough chances to show that they can work things out for themselves, before providing direct adult support.
- Across the school, teaching is planned carefully to consolidate and extend pupils' learning and to help them catch up, if they have fallen behind. However, opportunities for pupils to develop their numeracy skills by being challenged to solve problems are not always regular nor are the work consistently hard enough.
- While there is evidence across the school of teaching being very effective in narrowing the gap between the attainment of pupils supported by the pupil premium and that of non-eligible pupils in English, more needs still to be done in mathematics.
- There are very good examples of comments in teachers' marking in pupils' writing books that provide clear guidance on how pupils should improve their work. However, teachers' comments in pupils' mathematics books do not always provide good guidance on how to improve.

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

- The behaviour of pupils is good.
- Pupils are extremely keen to learn and enjoy school. They are very polite and friendly. For example, older pupils taking part in a mathematics afternoon for parents were rightly proud to be given the responsibility and responded very well.
- Parents who completed the school's own questionnaire agree that their children are safe in school and cared for very well. One parent spoken with during the inspection commented on the school's 'lovely village feel'.
- Pupils' good attendance indicates how much pupils like coming to school.
- Pupils show a strong interest in what they are asked to do in lessons, because the work is challenging and motivates them to try their very best. For example, older pupils were keen to take on the roles of oppressed and oppressor in work linked to a study of the Peterloo Massacre. Younger pupils asked to do work linked to the Tour de France bicycle race, scheduled to pass within five miles of the school, and enjoyed the challenge of working out the cost of the components of a bicycle.
- A scrutiny of records and observations during the inspection show that behaviour over time is good. Incidents of unacceptable behaviour are dealt with well.
- The school's work to keep pupils safe and secure is good. Pupils have a very good understanding of how to keep safe and are very confident that any issues they raise will be dealt with promptly by the school. They recognise dangers when using the Internet and have a good understanding of different types of bullying.
- There are many opportunities provided to promote pupils' spiritual, moral, social and cultural development. Pupils raise money to help others and also animals (a school council suggestion) and have positive views on the importance of helping those less fortunate than themselves.
- Pupils are extremely keen to take on responsibilities in school. These include being school council members, helping around the school.

### **The leadership and management** are good

- The school has an accurate picture of how well it is doing and the right priorities for further improvement.
- Since the previous inspection, the headteacher, with the support of senior staff and governors, has been relentless and highly effective in driving forward improvement. Steps have been taken successfully to eradicate teaching that was in need of improvement.
- The school now has in place a good system for checking the progress pupils make, with steps taken to deal with any weaknesses. Since the previous inspection, staffing disruption in lower Key Stage 2 led to pupils not making good progress. Swift steps have been taken and, with the

assistant headteacher in class, pupils are back on track to make good progress.

- Middle leaders carry out their duties well.
- Teaching is observed regularly by the headteacher, with the checks helping to make sure the performance of teachers is of a good quality. A well-planned programme of staff training is firmly in place. Staff pay awards and their targets are closely linked to pupils' achievements.
- The curriculum is well suited to the range of pupils' needs. It is extended by activities that are offered by the school, including electronic music-making sessions. There is a strong sense of respect for one another shown by pupils reflecting the school's commitment to the importance of developing pupils' spiritual, moral, social and cultural awareness.
- The local authority now regards the school, because of the improvements made, as one in need of only 'light touch' support.
- The additional primary school sport funding is being used well to enhance physical education provision to improve pupils' physical well-being and staff expertise. All pupils have good opportunities to take part in sport, including dance.
- The school closely analyses the use of pupil premium funding and is narrowing the gaps in attainment between eligible pupils and their peers, but more still needs to be done in some age groups to narrow the gap in mathematics.
- Leaders' success in ensuring equal opportunities for all is reflected in the good progress made by all groups and in the way that every opportunity is taken to meet the needs of all pupils, including those with physical disabilities.
- Child protection and safeguarding have a high priority. Leaders ensure that all requirements are met and that the building and school grounds provide a very safe environment.
- **The governance of the school:**
  - The governing body carries out its duties well. The recent re-organisation of the responsibilities of committees has been successful in helping governors to become even more effective. Governors not only support the school, but ask challenging questions of it. Governors have a good understanding of how well the school is doing, through analysing national performance data. They ensure that the systems to check the performance of teachers are thorough and they receive information about the quality of teaching, seeking assurance that salary levels are linked to performance. The governing body uses the pupil premium funding effectively in making sure it is spent on eligible pupils. It has a good knowledge of how the additional sport funding is used for the benefit of pupils.

## 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>	107268
<b>Local authority</b>	Bradford
<b>Inspection number</b>	442215

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	99
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Laybourn
<b>Headteacher</b>	Juliet Nove
<b>Date of previous school inspection</b>	26 February 2013
<b>Telephone number</b>	01535 605916
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