

Heaton St Barnabas' CofE Aided Primary School

Rossefield Road, Heaton, Bradford, West Yorkshire, BD9 4DA

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Children make good progress in the Early Years Foundation Stage.
- Good progress continues in Years 1 to 6 and standards in reading, writing and mathematics show an improving trend.
- The quality of teaching is good overall and sometimes it is outstanding. Expectations are high and pupils respond well to the challenges set for them.
- Pupils behave well and feel safe in school. They enjoy their learning and are keen to do well.
- School leaders, including governors, have overseen good improvement in key areas of the school's work since the previous inspection.
- Good leadership of teaching and learning has raised the quality overall. This in turn has helped to speed up pupils' progress.
- Leaders have worked productively with the local authority to bring about good improvement.

It is not yet an outstanding school because

- Standards in mathematics and grammar, punctuation and spelling could be higher at Key Stage 2.
- Pupils do not consistently check their writing for errors. They are not taught how to use mental arithmetic skills to speed up the solving of problems in mathematics. Their presentation of work could be better.
- Low-level behavioural issues of a small minority of older pupils are not managed as well as they could be.
- Attendance is below the national average.

Information about this inspection

- Inspectors saw 18 lessons and part-lessons.
- Discussions were held with staff members, parents, pupils, a representative from the local authority and members of the governing body.
- Also taken into account were questionnaires completed by members of staff and 19 responses from parents, via the on-line questionnaire (Parent View), as well as an analysis of a recent parent survey carried out by the school.
- Inspectors observed the school's work and examined a range of documentation that included: national assessment data and the school's assessments of pupils' progress; the school's own view of its work and local authority reports; minutes from governing body meetings; samples of pupils' work and safeguarding documentation.

Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Jane Langley	Additional Inspector

Full report

Information about this school

- This is a larger-than-average sized school.
- The majority of pupils are from Pakistani backgrounds, with a few other cultural backgrounds represented in the school. A small minority of pupils are White British. Virtually none of the pupils are new to English.
- An above average proportion of pupils is supported by the pupil premium. The pupil premium is additional funding for those known to be eligible for free school meals and for pupils who are looked after by the local authority.
- An average proportion of pupils is supported through school action.
- The proportion 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 at the end of Year 6.
- There have been considerable changes in teaching staff since the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning further and thereby raise achievement in mathematics and grammar, punctuation and spelling by:
 - giving pupils opportunities to respond to teachers' marking by editing and correcting their writing
 - improving pupils' use of mental arithmetic skills in order to speed up their calculations
 - raising expectations about the way pupils present their work
 - making sure that attitudes to learning among a small minority of older pupils are improved.
- Improve attendance so that it consistently matches at least the national average.

Inspection judgements

The achievement of pupils is good

- When children start school in Reception their knowledge and skills are well below those typical for their age. They are well cared for by Reception staff who plan exciting challenges for them. Their early reading and writing skills get off to a good start because of some excellent teaching of phonics (letters and their different sounds). They make good progress overall and most reach a good level of development in all that they do by the time they go into Year 1.
- Good progress continues in Years 1 and 2. Pupils in Year 1 consistently reach the expected standard in the Phonics Screening Check. Standards in reading, writing and mathematics at the end of Year 2 continue to rise and are now generally above average, with more pupils than previously reaching the higher Level 3 in all subjects.
- Current standards at the end of Year 6 show good improvement in reading and writing. Mathematics standards are broadly the same as in 2013. Standards in grammar, punctuation and spelling, however, do not match national expectations. Nevertheless, from well below average starting points when pupils joined Year 3, current standards represent good achievement for those pupils.
- The rate of progress in Years 3 to 6 has increased well since the previous inspection, because the school has raised its sights, set very challenging targets and established more effective systems for checking. The impact of these measures is seen in the proportions of pupils now making more than expected progress. While current progress for most pupils in Year 5 is better than before, it is not as good as in other classes. They were held back previously by a period of unsettled teaching and a small minority still struggle to find the right attitudes to learning in lessons.
- Pupils achieve particularly well in reading. Pupils in Year 2 are very enthusiastic readers. They select their own books from the library and read regularly at home. They use their phonics skills well to tackle unfamiliar words. The school works well with parents so that they know how best to support their children's reading at home.
- By the end of Year 6 almost all pupils can read well. They show interest in the works of many popular authors and are clear about their own preferences.
- Learning for disabled pupils and those with special educational needs is managed well. Learning plans and teaching support are tailored well to pupils' particular needs and they make good progress in relation to their starting points as a result. Regular assessments and progress checks make sure that they keep up their good pace of learning.
- The most-able pupils are given opportunities to test their knowledge and skills by working with able pupils from other local schools. They are also challenged well in school through the different tasks prepared for them. A small, but increasing number of pupils, attempt the highest Level 6 papers in national tests.
- Pupil premium funding is used effectively by school leaders to ensure equality of opportunity for all groups of pupils. Additional resources and teaching support effectively close the attainment gaps between pupils known to be eligible for free school meals and others in the school. The picture for the current years is similar to, if not better, than in 2013. There is virtually no difference at the end of Year 6 in the attainment of different groups of pupils.

The quality of teaching is good

- Learning is typically good throughout the school and in some instances outstanding, because teachers have effectively embraced the support and training they have received since the previous inspection. Staff members share good practice and help each other to develop their teaching skills.
- Activities for pupils are planned well, taking account of pupils' different abilities, so that there is always enough challenge in what they do. Pupils enjoy these challenges and the vast majority

strive to do their best.

- Good questioning skills are used to measure pupils' understanding and help them think more deeply about their work. This encourages pupils to share their ideas and has a good impact on their speaking and listening skills.
- Pupils have opportunities to use and improve their skills in different ways. For example, Year 6 pupils used lap-tops particularly well in an English lesson to design a poster which summed up their feelings about bull-fighting. This demanded both precise vocabulary and good word-processing skills.
- In another activity pupils in Year 4 built well on the research they had done previously at home about 'strange creatures', by combining text and pictures to record their learning.
- English lessons focus well on writing. This is often underpinned by opportunities for discussion where pupils can test their ideas on one another before setting them down on paper. There are good examples of pupils' writing for a range of purposes across different subjects.
- Although marking of writing is regular and pupils are consistently given pointers for improvement, pupils are not always given opportunities to respond to teachers' marking in order to correct basic mistakes in spelling, punctuation and grammar. Consequently, misconceptions are not dealt with at an early stage. This limits the quality of pupils' writing and standards achieved at the end of Year 6.
- Most of the older pupils in the school present neat work in their books, but expectations about how well work should be presented are not consistently high throughout the school.
- In mathematics the focus on learning number skills always leads to problem-solving activities so that pupils can use what they have learned. Their written calculations are usually accurate. However, pupils' mental arithmetic skills are not always secure enough to help them find short cuts to the answer. Even where pupils do have better mental agility, they tend not to use what they know and instead rely on written methods for simple calculations.
- Teaching assistants contribute well to pupils' learning. They know their pupils' abilities well and keep them engaged effectively in their activities. They are particularly sensitive to pupils' needs when supporting disabled pupils and those with special educational needs, and ensure that their pastoral as well as learning needs are well catered for.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- The vast majority have very good attitudes to learning. They enjoy their lessons and work hard.
- For a very small minority, attitudes are less positive and this is the reason why behaviour overall is no better than good.
- Pupils are well-mannered and polite. They give everyone a warm welcome and contribute well to the school's friendly atmosphere. They behave well around the school and know how to adjust their behaviour in different situations, such as in assemblies or in the dining room.
- Their good behaviour is drawn from the common values of the school's Christian ethos and those of their own Islamic beliefs. Pupils' spiritual, moral, social and cultural development is good.
- Pupils are proud of their school and contribute well to its everyday life. They turn up smartly dressed and keep the school grounds tidy. They are aware of the importance of good relationships and that if things go wrong, they have a responsibility to make them right. Playground mediators play an important role in maintaining both a sense of fair play during playtimes and positive attitudes generally.
- All pupils say that they would encourage others to come to their school.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe in school and that they are well cared for by adults who work there.
- They know the different forms that bullying can take, including cyber-bullying, and are agreed

that serious incidents of bullying and name-calling are rare and dealt with firmly when they occur.

- Parents confirm that their children are safe in school and they are appreciative of what the school does. They recognise how greatly communications have improved since the previous inspection.
- Pupils' attendance fluctuates, which means that sometimes pupils miss out on valuable learning time. Although the number of pupils with full attendance is increasing, due to the school's efforts, overall attendance is struggling to meet the national average consistently, and this remains an area for improvement.

The leadership and management are good

- Positive action by school leaders since the previous inspection has brought good improvement, and a common purpose among staff to continue the drive to improve further.
- Good work in the Early Years Foundation Stage has been consolidated. The positive progress which has led to above average attainment at the end of Year 2 is now extending through the school. Standards are rising.
- School leaders have successfully harnessed the good support provided by the local authority. That level of support has now been reduced. The local authority is confident that leaders' current view of their work is accurate and that they are able to manage further improvements with only light-touch support.
- Senior leaders' good management of teaching and learning has been central to the school's improvement. That which did not measure up to the school's expectations has been eliminated. Very robust action by leaders to check on teaching quality and provide training and support has paid dividends. There is a settled workforce in place and all know how they are responsible for pupils' progress.
- Teachers' performance is judged by expectations set out in the Teachers' Standards. Leaders acknowledge that there is scope to improve teaching and learning, and pupils' achievement even further.
- Middle leaders, responsible for subjects and curriculum improvement, contribute well to the effectiveness of the school. They are enthusiastic about the new primary curriculum for 2014. Planning for new challenges and the broadening of pupils' horizons is well advanced. Activities after school, such as gardening, cooking and multi-sports, as well as well-planned homework and residential trips, promote pupils' personal development and sense of community.
- Effective use of sport funding has a good impact on physical education and pupils' well-being. The range of activities is enhanced and teachers' skills are improved by working alongside the specialist coaches who work in the school.
- **The governance of the school:**
 - Governors have undertaken extensive training and reviewed the way that they work. They are now well equipped with the knowledge and skills they need and use, to challenge and support the school in equal measure. They check the school's academic progress against the national picture and this year they have asked searching questions about the school's performance, especially in mathematics. Governors have very clear overview of teaching quality and of how teachers' performance is linked to salary increases. Finances and other statutory duties are managed efficiently. The use of the pupil premium and its impact on achievement is high on the agenda at governors' meetings. Governors are also watchful over the impact that sport funding has on the school. Safeguarding procedures meet all of the government's requirements.

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	107321
Local authority	Bradford
Inspection number	442176

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	409
Appropriate authority	The governing body
Chair	Ian Grant
Headteacher	Gillian Evans
Date of previous school inspection	4 December 2012
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