

Carrwood Primary School

Eversley Drive, Holme wood, Bradford, West Yorkshire, BD4 0EQ

Inspection dates

5–6 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement is not yet good; standards at the end of each key stage are below average and pupils' progress is uneven as they go through the school.
- Pupils' basic skills in mathematics, reading and writing are low in the early years and in Key Stage 1.
- The quality of teaching is too variable. Work is sometimes too easy or too difficult for pupils.
- Teaching assistants do not always support pupils as effectively as they could.
- Pupils' handwriting and the presentation of their work sometimes lack care.
- Many new things have been introduced by the executive headteacher, but they have not been in place long enough for them to make a significant improvement to teaching or raising standards.
- Some middle leaders (phase leaders) are new to their posts and still have much to learn about analysing data and checking on the quality of teaching.
- Targets that are set for pupils in Key Stage 1 are too low.
- Members of the governing body do not yet have the skills to challenge school leaders on improving teaching and raising standards adequately.

The school has the following strengths

- The school is improving. The progress pupils make in Key Stage 2 is good and sometimes outstanding.
- Teaching in Key Stage 2 is now having a very positive impact on pupils' progress through making learning exciting and relevant.
- The work of the Phoenix Centre is of very high quality and pupils learn quickly how to manage their very challenging behaviour.
- Pupils' behaviour is good. Their conduct around the school is exemplary.
- The school's arrangements to keep pupils safe are high quality and effective.
- The executive headteacher provides inspirational leadership and has a very accurate picture of the school's strengths and weaknesses.

Information about this inspection

- Inspectors observed many parts of lessons, of which four were observed jointly with the executive headteacher and deputy headteacher. Additionally, pupils' work was reviewed to check on the progress they had been making over time, and inspectors listened to pupils reading.
- Meetings were held with pupils, the executive headteacher, other staff, the Chair of the Governing Body, the school improvement partner and a representative from the local authority.
- Inspectors analysed the 13 responses that had been submitted to the on-line questionnaire for parents (Parent View) and several questionnaires completed by staff.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings, and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- An above-average proportion of pupils is disadvantaged and therefore supported through the pupil premium funding. (The pupil premium is additional government funding to support children who are eligible for free school meals and those children that are looked after by the local authority.)
- The proportion of pupils with special educational needs and supported through school action is above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic backgrounds is growing, but is currently close to the national average.
- The early years provides full-time education to children in a Nursery and Reception class.
- In 2014, the school met the government's floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school has two designated special provision centres. The provision for autistic spectrum disorder opened in September 2014. The Phoenix Centre caters for pupils with additional behavioural needs who are on roll in schools around the Bradford area. These special provision centres were inspected as part of this inspection.
- The previous headteacher retired in July 2014 and the governing body was unable to appoint a replacement headteacher at that time. An executive headteacher, who is also the headteacher of a nearby school, leads the school for part of the week, with the deputy headteacher in overall charge for the rest of the week.
- Several middle leaders are new to their posts, including the leader of the early years provision.

What does the school need to do to improve further?

- Improve teaching and so raise achievement, particularly in Key Stage 1 and lower Key Stage 2, so they become at least good by:
 - raising expectations of what pupils can do, particularly in mathematics, and making sure work is at the correct level of difficulty with sufficient challenge for all groups of pupils
 - improving the way teaching assistants support pupils and also ensure that they become confident learners
 - paying more attention to the quality of pupils' handwriting and the presentation of their work
 - improving reading by making sure that the next steps in pupils' learning are clear to them
 - improving the quality of advice that is given to pupils on their work so they are clear what they need to do to improve.
- Improve teaching, achievement and leadership in the early years, so they become at least good by:
 - raising achievement so that more children, including boys, reach the early learning goals in reading and writing
 - taking every opportunity to improve children's speaking skills by ensuring that they speak in full sentences to adults and each other
 - making sure that children learn effectively outdoors
 - developing the systems for assessment further, so that it is crystal clear what the next steps in learning are for children, particularly in mathematics and in writing.
- Improve the impact of leadership and management at all levels so they become at least good by:
 - improving the skills of the phase leaders so they can analyse data effectively, check on the quality of teaching more thoroughly and put improvements in place more successfully

- checking that the many new procedures that have been introduced are all having a positive impact on raising achievement and improving teaching, especially in Key Stage 1, lower Key Stage 2 and the early years
- making sure that the new policies for teaching mathematics, reading and writing are fully in place and so improve pupils' basic number and literacy skills
- raising targets for pupils in Key Stage 1
- improving the skills of the governing body so its members are better able to challenge school leaders on matters relating to performance management, the use of the pupil premium, achievement and the quality of teaching.

An external review of governance and of the school's use of the pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- The executive headteacher has quickly grasped what is needed to bring about rapid improvements. He leads the school with energy, vision and has successfully galvanised the enthusiasm of staff.
- He has introduced a raft of changes to improve the school, but as of yet, these are too new to have made a significant difference and so leadership and management are not yet good.
- Phase leaders, many of whom are new to their posts, are learning quickly how to hold teachers to account for the progress of their pupils. They are now checking on the quality of teaching frequently, but without sufficient detail or to a high enough standard to be able to deal with weaknesses quickly.
- The curriculum has some strengths, for example in how geography, history, art and religious education skills are developed in each year. However, the school's policies for teaching mathematics, reading and writing are too new and have yet to be checked if they are effective in all classes, especially in helping pupils in Key Stage 1 learn basic mathematics skills, such as times tables and how to do simple calculations.
- Pupils learn much about other cultures and religions through assemblies, visits and the curriculum. A police officer spends one day a week in the school teaching pupils about safety and how to avoid risky lifestyles. All pupils are taught Spanish and to celebrate differences, rather than question them. As such, the curriculum promotes good spiritual, moral, social and cultural awareness and prepares pupils well for life in modern Britain.
- School leaders set challenging targets in Key Stage 2 and keep a watchful eye on how well pupils are meeting them. This, combined with some outstanding teaching, means that pupils in Key Stage 2 progress well. However, in Key Stage 1, targets are not as challenging, which means fewer pupils make better than just expected progress.
- While the school promotes equal opportunities well and tracks the progress of all groups of pupils, the variable quality of teaching means that maximum benefit is not being gained from the pupil premium funding, particularly in Key Stage 1 and early Key Stage 2.
- The Phoenix Centre for behaviour is managed and led well. Good quality documentation is kept to ensure that pupils who make use of the centre are re-integrated in their main schools and that ongoing work takes place with the pupils if the need arises. Good quality assessments are made of pupils' personal and social skills.
- The designated special resource for autistic spectrum disorder is very new to the school. Staff are still finding their feet and so it is still too early to evaluate the quality of leadership.
- The school is at the early stage of developing its preferred use of assessment to tie into the new national curriculum. Arrangements are in place to link up with other schools to make sure the assessments of pupils are accurate and that teachers can learn from each other.
- The school is using its primary sport funding to purchase equipment for physical education and to fund inter-school sports events. No funding is currently used to train all staff and improve their subject knowledge. One member of staff currently teaches physical education and has responsibility for the subject, which means that the long-term effect of the funding is limited.
- The culture and ethos of the school have been well developed over time. There is very much an ethos of mutual respect, tolerance and understanding of each other's views. One pupil told an inspector that 'there is no racism because everybody is special in their own way'. Inspectors were highly impressed by pupils' manners and their conduct. In class, there is very much a 'can do' culture, where pupils are encouraged to make a positive contribution, to tidy up and help each other.
- Safeguarding is afforded the highest importance. The site is very safe and secure. Records relating to child protection are well kept, staff are regularly trained and updated on safeguarding matters and the school meets all current government requirements.
- The management of teachers' performance has recently been strengthened so that teachers' targets are more challenging and their pay is now closely related to the quality of their teaching. Teachers now receive better quality training and are being held more accountable for the progress their pupils are making. However, this is still very much work in progress and not all staff are fully trained in being able to track pupils' progress equally well.
- The school receives significant challenge from its school improvement partner, who makes frequent visits to the school and trains phase leaders. The local authority has recently increased the level of support to the school, acknowledging that improvements are still needed to ensure that teaching becomes good.
- **The governance of the school:**
 - Members of the governing body are keen and enthusiastic. They are committed to doing their best for

the pupils and have an increasing awareness of the strengths and weaknesses of the quality of teaching as a result of the first-rate information that is given to them by the school improvement partner. Some members have a reasonable understanding of achievement data, but for others, it is limited. Members of the governing body have much to learn about how to challenge school leaders effectively, how to monitor the spending of the pupil premium to ensure that it is having a positive effect and how to check on improvements being made in relation to the school improvement plan. The governing body has now begun to tackle underperformance more rigorously than before, but still requires significant support from senior leaders and the local authority to do so.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour around the school is often exemplary. They show good manners, are polite to each other and to adults. They look after the school, put their litter in bins and behave very well, considering the overcrowding in the dinner hall at lunchtime. They wear their uniform proudly.
- Their behaviour in lessons is often good. Only when the work is repetitive or the pace is slow do their minds wander and they begin to chat. In the majority of lessons observed by inspectors, behaviour was good or better.
- The behaviour of the most challenging pupils in the Phoenix Centre is handled extremely well by staff. More often than not, the atmosphere in the centre is calm and purposeful. Pupils co-operate well with staff and relate well to each other.
- Pupils enjoy school, making comments such as 'you are always encouraged to be the best you can'.
- Attendance has risen sharply over the past year as a result of working closely with families to encourage regular attendance. However, attendance remains just below the national average. The incidence of persistent absence has reduced over the past year. More pupils are now arriving to school on time as a result of the school's drive to improve punctuality.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a good understanding of how to stay safe, including when using the Internet.
- Pupils are adamant that bullying does not go on and that if they did feel threatened in any way that there is always a caring adult to turn to.

The quality of teaching requires improvement

- The quality of teaching varies across the school. It is inconsistent in quality and therefore pupils' progress as they move through the school is sometimes outstanding and at other times not rapid enough. This means that in some classes, pupils have to spend time catching up with skills that they should have learnt in previous years.
- Teaching is weaker in Key Stage 1 and in the lower years of Key Stage 2. Questioning by teachers tends to be simple, which requires pupils to answer in single words and not think too hard about their answers.
- Teachers' marking of pupils' work and the feedback they receive does not always help them to know exactly what they should do to improve it.
- Work that is set for pupils is often too easy, particularly for the most able and most often in mathematics in Key Stage 1 and lower Key Stage 2, where pupils get answers right, only to be set similar work afterwards.
- Reading is taught systematically from Nursery, although when pupils are heard reading in Key Stage 1, their reading records just indicate when they were heard reading and what they are reading, rather than indicate what they need to do to improve.
- The way mathematics is taught has changed to tie in with the new requirements for the National Curriculum, although this has to be fully rolled out so it is being carried out well in all classes. Pupils are now learning their times tables more thoroughly than before and are being taught different methods for adding and subtracting.

- Pupils are not reminded to present their work neatly or to take care over their handwriting. This leads to some scappily presented work, especially in Key Stage 1.
- Teaching assistants sometimes give too much support to pupils. When this happens, it stops pupils from trying to solve problems and prevents them from learning. However, inspectors did see some excellent use of teaching assistants who knew exactly how much help to give and when to leave pupils to their own devices.
- Where learning is particularly successful, for example in Year 5 and Year 6, teachers question pupils well; they predict where pupils might have problems and break down learning into small chunks. They enthuse pupils while also challenging them, making them think deeply. As a result, pupils make rapid progress in these classes.

The achievement of pupils

requires improvement

- Children begin in the Nursery with skills that are mostly below those that are typical for children of their age. When they begin in Year 1, their skills are still below expectations, particularly in reading and writing.
- During their time in Key Stage 1, the majority of pupils make just the progress expected of them and too few make good progress, especially in mathematics. This leads to standards at the end of Key Stage 1 being below average.
- Over time, standards in Key Stage 1 have been rising, but too slowly. This is because targets for pupils are set too low, there are inconsistencies in teaching in Key Stage 1 and, until recently, there have been no agreed policies for teaching mathematics, reading and writing to enable pupils' skills to be developed well enough.
- In Key Stage 2, pupils make a slow start, but their progress accelerates at a fast pace once they reach Year 5, with many making more progress than expected by the time they leave the school in all subjects. However, standards at the end of Key Stage 2 remain below average.
- Disadvantaged pupils make good progress from their starting points in Key Stage 2. Their rate of progress is not dissimilar to that of non-disadvantaged pupils nationally. In 2014, disadvantaged pupils in Year 6 left having obtained results that were 2 terms behind their classmates in mathematics and reading and one year behind in writing. Compared with non-disadvantaged pupils nationally, their results were two terms behind in reading and three terms behind in mathematics and writing. Over time, the gaps in mathematics and writing have widened slightly, but the gap in reading has narrowed.
- The most able do not make as much progress as they could and do not reach high enough standards in Key Stage 1. This means very few reach the highest level at the end of Year 2 in all subjects. In Key Stage 2, the most able make good progress.
- The proportions of disabled pupils and those with special educational needs vary from year to year, but generally they make similar progress to that of other pupils. Those pupils in the Phoenix Centre make good and often better progress because once they return to their main schools, they have a far better attitude to learning than they did previously, which enables them to succeed and cope well.

The early years provision

requires improvement

- Leadership of the early years has not been secure over time. This means that staff are currently forming policies, finding their feet and making sure that procedures are working and that the curriculum is fit for purpose. This means that while there are good aspects to the early years, there are still some aspects that require improvement.
- Across the areas of learning, children generally make the progress expected of them from their below typical starting points. Children's outcomes in literacy and mathematics were lower than they were in other areas of learning. Boys, in particular, make slow progress in reading and writing.
- On entry to Nursery, children's language skills in particular are weak. Some children's skills in this area are significantly below those typical for their age. While children do receive specific specialist support, sometimes from outside agencies to support their speech, opportunities are missed to develop children's speaking in class, for example by asking them questions that require them to answer in full sentences.
- The indoor area is providing an increasingly stimulating environment for learning. However, the outdoor area does not yet offer the same opportunities for children to extend their learning.

- Assessments take place frequently, and the recently introduced electronic system of recording children's achievements across all areas of learning is making things more manageable and streamlined for staff. However, the next steps in children's learning, particularly in reading, writing and mathematics are not yet clear enough.
- Children's behaviour is good. They willingly tidy up after each session, they follow the well-established routines and are eager to work with each other sensibly and purposefully throughout the day.
- Parents are very supportive of the work of the early years and speak highly of it.
- Safeguarding is taken very seriously in the early years. There are very effective procedures in place for ensuring that the area is safe and that children do not abscond. All the equipment is regularly checked to ensure that it is safe to play on and with and staff are vigilant about security.

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	107240
Local authority	Bradford
Inspection number	448330

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

Type of school	Primary
School category	Community
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	359
Appropriate authority	The governing body
Chair	Audrey O'Keefe
Headteacher	Nigel Cooper
Date of previous school inspection	15 July 2010
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