

Byron Primary School

Barkerend Road, Bradford, West Yorkshire, BD3 0AB

Inspection dates 3–4 December 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		Good	2

Summary of key findings for parents and pupils

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

- Pupils' achievement requires improvement because there are inconsistencies in the progress pupils make across classes and year groups, particularly in Key Stage 2.
- Pupils' progress in reading and mathematics is not as good as in writing. Although most pupils make the progress expected of them, few do better than this. They often spend time working their way through easier examples, particularly in mathematics, before moving on to harder work and so are not consistently challenged to do their best.
- Pupils are not given the opportunity to use and apply their skills in mathematics to solve problems in all classes as a means of extending their learning.
- The quality of teaching over time is not yet consistently good or better across the school.
- Teachers' marking does not consistently show pupils how to make their work better nor offers pupils the opportunity to respond to teachers' comments. Marking in other subjects is not as useful in moving pupils' learning forward as it is in literacy.
- The creative and lively activities used in teaching younger pupils to acquire the basic skills of speaking, reading, writing and mathematics are not as apparent across Key Stage 2.
- Monitoring by leaders at all levels does not always assess effectively the impact of actions taken nor indicate the next steps needed for improvement.
- Instability in staffing over the last two years has, until fairly recently, slowed the pace of improvement.

The school has the following strengths

- Children get off to a flying start in the early years. As a result of good teaching and leadership, exciting and interesting activities to enthuse and motivate them, children achieve well from their various starting points.
- The school is a welcoming and harmonious community where all pupils are valued equally. Pupils feel happy and safe in school. Parents who registered their views online or during the inspection share this view.
- Classroom assistants work effectively with teachers to support pupils' learning.
- A wealth of sporting opportunities are available to pupils and are taught by sports coaches who are part of the school staff. This offers pupils the experience of a wide range of different sports, which have a very positive impact on pupils' health.
- Behaviour and pupils' attitudes to learning are good. Pupils are considerate and polite to adults and one another. They have a good awareness of how to keep themselves safe.
- Initiatives put in place by senior staff are beginning to accelerate progress for pupils and bring about the necessary improvements in the school.

Information about this inspection

- Inspectors observed teaching and learning in 26 lessons or parts of lessons, including two observations carried out jointly with the headteacher and deputy headteacher.
- Inspectors heard pupils reading, looked at pupils’ workbooks and observed pupils at lunch times and during break times.
- Meetings were held with pupils, staff, members of the governing body and a representative from the local authority.
- Inspectors also reviewed the school’s website.
- They took account of the 14 responses to the Ofsted online questionnaire (Parent View) and also of parental view taken during the inspection.
- There were 35 responses to the staff questionnaire and these views were taken into account by the inspectors.
- They looked at a range of documents including the school’s most recent data on pupils’ progress and attainment across the school, the school’s own view of its effectiveness and its plan for improvement, minutes of governing body meetings and information related to checks on the quality of teaching and learning.
- Inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

Inspection team

Yvonne Mills-Clare, Lead inspector	Additional Inspector
Kirsty Haw	Additional Inspector
Mark Williams	Additional Inspector
Steve Rigby	Additional Inspector

Full report

Information about this school

- This is much larger than the average-sized primary school.
- Almost all pupils are from minority ethnic groupings, the vast majority being of Pakistani and Bangladeshi heritage.
- Almost all pupils speak English as an additional language.
- The proportion of pupils who are disabled or who have special educational needs is above average.
- The proportion of disadvantaged pupils, those eligible for the pupil premium is above average. The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- In the early years, children in the nursery attend part time and in the Reception year they attend full time.
- There is a well-subscribed breakfast club run by the school.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- There have been a large number of staff changes, both at classroom and senior leadership levels, since the last inspection.

What does the school need to do to improve further?

- Improve the consistency of teaching and learning, particularly in Key Stage 2, in order to speed up progress for pupils and raise standards by:
 - ensuring tasks and activities consistently challenge pupils to do their best
 - offering more opportunities to develop pupils' vocabulary and to promote their speaking skills across all subjects and year groups
 - ensuring the quality of teachers' marking and guidance to pupils is consistently good across all year groups, classes and subjects
 - ensuring time is routinely provided for pupils to enable them to respond to this guidance
 - extending the creative, exciting approach to learning seen in the early years and parts of Key Stage 1 to all classes and year groups to bring learning to life for all pupils
 - applying a more consistent approach to homework.
- Improve progress for pupils in mathematics by:
 - creating opportunities for pupils to apply the skills they have learnt to real-life situations
 - ensuring pupils do not spend time completing much easier work, before moving on to more challenging tasks.
- Enhance progress for pupils in reading, by ensuring that reading and book displays in classrooms and around the school are lively and interesting, so that more pupils engage in reading for pleasure.
- Improve the quality of leadership and management by
 - ensuring the monitoring undertaken by leaders at all levels, including those new to their roles, is regular and rigorous
 - making certain that information from monitoring is used effectively to measure the impact of the actions taken and also to inform the planning of next steps needed to bring about further improvements.

Inspection judgements

The leadership and management requires improvement

- Disruptions to staffing over the past two years have meant that although leaders and governors know the strengths and weaknesses of the school, the pace of school improvement, until recently, has stalled.
- There is a cycle of monitoring in the school, undertaken by leaders at all levels. However, this is not always used as effectively as it could be, to pinpoint the impact of actions taken and to inform leaders of the next steps they need to take to bring about improvements.
- The headteacher and deputy headteacher work closely together and want to do their best for the school. They have recognised the leadership potential of other staff, who share their enthusiasm and are developing their skills and effectiveness. Many are new to their roles and so their monitoring role is not yet fully developed. They are passionate about what they are doing and understand what needs to be done. In the short time they have been in post, they have achieved much, instigating training for staff and producing policies and plans for staff.
- There has been a re-structuring of leadership in the school. This has created a wider leadership team consisting of phase leaders and leaders of year groups that is bringing about further levels of accountability. Teachers are generally positive about the changes that have recently taken place.
- Leaders check the performance of teachers regularly. Strengths and areas of weakness are identified and plans are put in place for staff who require support through training and coaching. Teachers have clear targets to achieve, linked to pupils' progress and performance is also linked closely to pay awards. However, the many changes to staff that have occurred mean that these strategies have had only recently started to impact on the overall quality of teaching in the school.
- Pupils' progress is carefully tracked by senior leaders through half-termly pupil progress meetings with class teachers. Individual pupils who are not making expected progress are quickly identified and are provided with additional support for their learning.
- The curriculum has an appropriate focus on reading, writing and mathematics, including the development of pupils' vocabulary and speaking skills. The creative and exciting approach to learning seen in the early years and in some classes in Key Stage 1 is not reflected in all parts of the school. Likewise there are more opportunities to develop pupils' vocabulary and to promote their speaking skills through activities such as role play and drama in the early years and some years in Key Stage 1 than in other parts of the school.
- Displays around the school and in classrooms are generally bright and colourful. They reflect the school's positive contribution to pupils' spiritual, moral, social and cultural development. Pupils are taught to work together well from the outset, while the school's own programmes of study and fundraising teach pupils empathy and understanding. Trips and residential visits encourage pupils to see beyond their own locality. The celebration of the different religious festivals throughout the year and the school's own values promoting tolerance and respect prepare pupils well for life in modern Britain.
- The school uses the primary school sport funding exceptionally well this additional funding to provide experiences pupils would not otherwise enjoy, such as visits to sports venues, a wide range of after-school clubs and participation in competitive games with other schools. A range of equipment has also been purchased to ensure lessons and play times are fun. The school also benefits from two sports specialists, who are part of the school staff.
- The school provides opportunities for parents to involve themselves in the life of the school. Parents attend assemblies and are part of the parent-teacher group. Parents who offered their views online or during the inspection were very positive about the work of the school.
- Leaders ensure the pupil premium funding is spent supporting disadvantaged pupils so that the gaps between their achievement and that of non-disadvantaged pupils is narrowing. This demonstrates the school's strong commitment to equality of opportunity and the effective steps it takes to tackle discrimination. Leaders recognise, however, that there is work still to do to ensure all pupils achieve equally well across all key stages and subjects.
- The local authority have had minimal input into the school until quite recently, when the school became eligible for more frequent support from local authority personnel.
- **The governance of the school:**
 - Members of the governing body are proud of the school and its pupils. They receive regular reports from the headteacher and other leaders and attend 'governor open days'. Governors attend training to ensure that as a governing body they are better equipped to challenge leaders in the school, as well as offering their support. The sub-committee dealing with pupils' progress meets regularly to look at school data, which helps governors to understand issues in particular year groups and inform their financial planning.

- Governors have a good understanding of what the quality of teaching is like in the school. They make sure that only teachers who have met their targets and have made a good enough contribution to the school receive pay awards. Governors are keenly aware of their statutory responsibilities and ensure that safeguarding requirements are fully met.
- Governors understand how the pupil premium funding is spent and keep a careful eye on the progress made by those pupils eligible to receive the funding as well as their levels of attainment.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils enter school sensibly and punctually in the morning, smiling and ready to face the day.
- Classrooms are bright and uncluttered. Resources are stored tidily and are accessible to pupils. Pupils enjoy chatting over a nutritious lunch, play well together outside in a well-equipped playground and are proud of their school.
- Pupils are polite and friendly. They move carefully around the school and treat adults and one another with courtesy and respect. As a consequence, relationships are strong. Most pupils have a positive attitude to their lessons and are keen to do well. Occasionally, pupils become distracted when tasks do not challenge them to think hard and do their best.
- Pupils are happy in school and this is shown in their attendance, which is average. Pupils say that all staff are very caring towards them and help them if they are stuck with their work. They enjoy working together in pairs and groups.
- There are different opportunities for pupils to take responsibility. There is an elected school council which represent the views of pupils. Pupils take some responsibility for the school library which is open for them to borrow books. Older pupils are sports leaders, team captains and prefects and accept these responsibilities with pride and relish. Pupils also participate in fundraising for charities such as Children in Need and 'Poppy Day'.
- The school breakfast club is well supported and pupils join in sports and other games after enjoying a dish of breakfast cereal.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and their parents overwhelmingly agree.
- Pupils know about the different forms of bullying, such as name-calling and cyber bullying and say that it is very rare for them to be bullied in school. They say that if it were to happen, staff would 'sort it out' quickly. The vast majority of parents who expressed their views during the inspection or through the online questionnaire are in full agreement.
- Pupils are fully aware of rewards and sanctions, talking about house points and celebratory assemblies and they appreciate the opportunities to celebrate their achievements. They also say that behaviour is typically good, because teachers expect it to be so and will deal with any misbehaviour swiftly and effectively. Leaders report that there have been no exclusions this academic year.
- Pupils know how to keep themselves safe in different situations. They talk about measures the school has in place to keep them safe, such as the electronic gates and security cameras. They know what to do if they come into contact with unsuitable material when using the internet and from the use of mobile phones.
- Pupils' relationships with one another and with the adults in school are strong. This typifies the school's aims and values to ensure pupils are 'confident, happy individuals who are kind, considerate and responsible members of the community and who are respectful towards other people and the environment'.

The quality of teaching requires improvement

- Work in pupils' books and the school's assessment information for all year groups indicate that the quality of teaching requires improvement. Significant changes in staff over the last two years have meant the quality of teaching has been inconsistent. This has led to pupils' rates of progress also being inconsistent from year to year.

- Ongoing assessment is not always used well enough to plan activities and tasks that challenge pupils to do their best. This means that sometimes work is too hard for some pupils and too easy for others.
- Teachers' marking does not consistently indicate to them exactly how they can make their work better. However pupils do not always have regular opportunities to respond to the guidance from their teachers. While marking in literacy is stronger and offers some useful guidance to pupils, marking in other subjects is less detailed.
- In some classes and year groups, pupils are routinely given homework to develop their learning outside school. However, this is not consistent across the school. Some pupils are given books in which they record their homework giving them a permanent, ongoing record of what they have learnt. However, other pupils are given worksheets to complete, which they then take home again leaving no formal record of the work they have covered.
- There are good relationships between adults and pupils. Pupils say they enjoy their lessons, particularly when they work together and discuss their learning. For example, in a literacy lesson pupils were keen to tell the inspector that they were allowed to share ideas, commenting 'Two brains are better than one!'
- The teaching of reading is more consistent and has improved. Younger pupils develop basic skills in reading words through well-planned activities including phonics (the links between letters and the sounds they make). The new library offers pupils the opportunity to choose books that appeal to them. However, this promotion of reading for pleasure is not enhanced by interesting displays of books and related reading activities in classrooms and around the school. Nevertheless, pupils have mastered the mechanics of reading, know what to do when faced with unfamiliar words and read their reading books with understanding.
- The teaching of mathematics is inconsistent across the school, particularly in Key Stage 2. While work is generally planned to meet the immediate needs of pupils, they often have to work their way through numerous easier examples before moving on to harder work that will challenge them better. Similarly, there are too few opportunities for pupils to extend and practise what they have learnt by applying these skills to real-life problems to make learning mathematics more relevant.
- A successful focus on writing since the last inspection has ensured pupils' progress has improved. There are more opportunities for pupils to write at length and in other subjects. Pupils enjoy writing when themes and topics motivate them and allow them to use their imagination. For example, boys particularly enjoyed writing about a planet where imagination was allowed to run riot and writing was 'fun'.
- Where questioning is used most effectively, pupils have good opportunities to extend their thinking and this gives them the confidence to plan their ideas.
- Talented and highly-committed teaching assistants play a significant role in helping pupils of all abilities to move forward in their learning or provide extra support.

The achievement of pupils

requires improvement

- From their starting points, children are increasingly entering Year 1 with standards that, although below average, are much closer to expectations.
- In 2014, standards remained well below average at the end of Key Stage 1, dipping slightly in reading and mathematics. However, starting points for this cohort were much lower than is typical in the school. There is an improving picture of attainment among pupils who are currently in Key Stage 1 as their starting point on entry to Year 1 generally continues to improve.
- Pupils' attainment at the end of Year 6 in 2014 was significantly below average in reading, writing and mathematics. Some pupils did not make the progress expected of them in reading and mathematics.
- Renewed stability in staff, the appointment of key senior leaders and a re-structuring of middle leaders are all resulting in improvements to teaching that is now starting to impact on progress across Key Stage 2. These improvements are having more impact on progress in reading and writing than in mathematics.
- Pupils' progress in reading has declined over the last three years by the end of Key Stage 2. This decline has been halted, progress is accelerating for more pupils and standards are set to rise. A below-average proportion of pupils reached the expected standard nationally in 2014 in the Year 1 phonics screening check. However, greater consistency in the teaching of phonics and a higher entry point into Year 1 is resulting in younger children having a good understanding of phonics and they are using their skills to read unfamiliar words and sentences. Older pupils generally read fluently and with interest but boys particularly say they read for a specific purpose rather than pleasure.
- The most able pupils in Key Stage 2 made better progress than similar pupils nationally, all of them attaining the higher Level 5 by the end of Year 6 in 2014. Generally, though, too few pupils in Key Stage 1 attain the higher Level 3 in reading, writing or mathematics.

- Disabled pupils and those who have special educational needs receive a range of appropriate support, both within and outside lessons. The school's tracking system shows these pupils make uneven, but expected progress over time from their individual starting points.
- Disadvantaged pupils make progress in reading, writing and mathematics, which is similar to that of non-disadvantaged pupils in the school. In 2014, the disadvantaged pupils leaving the school at the end of Year 6 made better progress in mathematics and writing than similar pupils nationally, but below those pupils in reading. Compared to non-disadvantaged pupils nationally, they were approximately three terms behind in mathematics, two and a half terms behind in reading, and three terms behind in writing. Nevertheless, disadvantaged pupils achieved better than other pupils in their school in reading, writing and mathematics, being approximately one term ahead in mathematics and reading, and half a term ahead in writing.
- The few pupils who are from back grounds other than Pakistani or Bangladeshi heritages make the same inconsistent progress as other pupils in the school.

The early years provision

is good

- Children enter the early years with a range of skills and knowledge. For the majority, these are below those typically expected for children of their age, particularly in aspects of literacy and mathematics.
- Staff have a shared passion to ensure children are the best they can be. Children are taught well, and are nurtured in a setting of high expectations and mutual respect. As result of good leadership and management, the proportion achieving a good level of development has almost doubled over the last two years and is set to continue to rise. The majority of children are currently achieving well and are well prepared for the next stage in their education.
- Children make an extremely positive start to their learning. Well-planned, exciting activities and tasks, both indoors and outside, 'hook' children from the outset, so that they settle quickly and are enthusiastic learners. Children are very well cared for and relationships with adults and one another are strong. Consequently children feel very safe and secure.
- Probing questioning and a strong focus on developing children's vocabulary and speaking skills in their activities mean that children very quickly develop independence and good attitudes to learning. For example, children were involved in sailing a pirate ship and prompts, questions and encouragement from adults resulted in valuable conversations between the children. They talked about what they were doing, such as 'What do you want me to do?' and 'That's a good plan'. Children were totally engrossed in the task of sailing the ship and responded with high levels of commitment and cooperation.
- Teaching is at least good and sometimes outstanding. There is a sense of teamwork and staff have high expectations of the children in their charge. As a result, children are beginning to grow, develop and blossom year on year.
- Activities are chosen to motivate children to learn, while skilful dialogue and guidance from adults is effective in developing their skills. Assessments of what children can do are recorded in detailed 'learning journeys' that are accessible to parents. These assessments are then used well to ensure children are consistently challenged, while remaining supported in the next steps they need to take, to build on the knowledge they have gained.
- Children show good levels of concentration. They happily share, take turns and learn to work together effectively. These qualities prepare the way well in developing the good learning behaviour they will use throughout the rest of their time in school.

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	107208
Local authority	Bradford
Inspection number	448323

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	710
Appropriate authority	The governing body
Chair	G Green
Headteacher	Richard O'Sullivan
Date of previous school inspection	21 June 2010
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