

# Russell Hall Primary School

West End, Queensbury, Bradford, West Yorkshire BD13 2AW

<b>Inspection dates</b>	15–16 March 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders and governors have successfully worked together to drive improvement in the school.
- Good attitudes to learning and behaviour are well established in all classes. This forms a firm bedrock for progress and pupils are now attaining standards typical or better than that of other pupils of their age.
- The overall quality of teaching has improved because more is expected of pupils. Focused training and support for staff has secured effective teaching.
- Reading is at the heart of the improvements. It is enjoyed by pupils and celebrated across the school.
- Good provision in the early years has been strengthened. Children settle quickly in the well organised and caring setting and make a rapid start to their education.
- Pupils are keen to come to school. They are interested in all that school offers and attendance is improving rapidly.
- The vast majority of pupils behave well in lessons, around school, and in the playground. Older pupils demonstrate a growing maturity in response to the responsibilities they have been given.
- Leaders have established a rigorous appraisal system and make accurate checks on teaching quality.
- Well-informed governors are playing a strong role in the development of the school. Together with the headteacher they have addressed all areas identified for improvement at the last inspection.

### It is not yet an outstanding school because

- Sharper use of assessment information is required to ensure that weaknesses in learning routinely inform teachers' planning.
- Not enough pupils are reaching the highest levels across reading, writing and mathematics at both key stage 1 and key stage 2.
- There is a need to meet the speech and language needs of a significant minority of pupils through a more strategic approach.

## Full report

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

- Improve the quality of teaching, learning and assessment further so that it has greater impact on achievement by:
  - sharpening teachers' use of assessment information to identify learning that is less secure, particularly in mathematics, and focus on addressing these gaps.
  
- Improve the effectiveness of leadership and management by:
  - ensuring that provision better meets the needs of pupils whose learning is held back by difficulties in their speech and language development.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher and senior leaders have worked effectively to create and promote a strong learning culture so that staff and pupils are clear about what is expected of them. Underpinning all that goes on in school is a climate of respect for other people.
- The management of staff performance is effective. A demanding system of checks on the work of all staff is carefully linked to programmes of training and clear guidance to help them to carry out their roles well. Training provided by leaders or consultants in school and the opportunity to compare practice in strongly performing schools has increased teachers' expectations of pupils. Consequently, teaching and learning are good.
- The well-organised and balanced curriculum is suitably enriched by a programme of extra-curricular clubs, activities and educational visits. These are carefully planned to ensure that all pupils can participate and that the range of activities meets the needs of the most disadvantaged pupils. This varied and interesting diet of experiences contributes strongly to the good personal development of pupils.
- Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy a range of art, sporting or musical activities like Samba drumming or singing at the Young Voices festival. Leaders and staff make sure that pupils are able to learn about faiths and cultures other than their own. Some of this learning is through first-hand experiences such as visiting a place of worship, joining in community events and discussions with visitors during celebrations of their faith. Interwoven into the curriculum are units of work and events to prepare pupils for life in modern Britain.
- Disadvantaged pupils are supported well. The headteacher and deputy headteacher go to great lengths to ensure that the needs of these pupils are met and that they are able to make the most of learning experiences on offer such as residential visits. Pupil premium funding has been used effectively to provide additional teaching and care for disadvantaged pupils and as a result these pupils are starting to catch up with other pupils.
- Senior and subject leaders are keeping a check on the progress of pupils. However, the analysis of progress in some areas of the curriculum, notably in mathematics, is not always sufficiently detailed to pinpoint aspects of the subject that need extra attention.
- Communication with parents is good and the school has improved its engagement with them. Opportunities for parents to be involved in their children's learning and development are increasing. They are involved in celebration assemblies and by attending meetings about learning and progress. The school website provides very helpful outlines of homework for each year group.
- The provision for those who require additional support and therapy for speech and language development is not always timely or plentiful enough to meet their needs.
- The school's values of perseverance, collaboration, reflection, curiosity, resourcefulness and respect are readily understood and demonstrated in a wide range of school life.
- **The governance of the school**
  - Governors are led by a very well informed and capable chair. Governors are keen to develop their effectiveness further and work even more closely with school. They support leaders and staff well but are also ambitious for the school and are very prepared to check, consult and challenge.
  - Governors keep a close eye on the performance of the school and are fully involved in making balanced decisions. The governing body has worked effectively with leaders to restructure staffing to better support vulnerable pupils and those falling behind in their learning. As a result, support staff roles are sharply defined and better linked to pupil needs.
  - Governors are aware of how pupil premium funding is used. Governors know that well-planned additional support for disadvantaged pupils is helping them to make faster progress in their learning and they are starting to catch up with other pupils nationally.
  - Governors check that funding for sport is used effectively to provide coaching and enable more pupils to engage in inter-school events.
- The arrangements for safeguarding are effective and are taken seriously by governors, leaders and staff who are safety-conscious and alert to risks. The site is safe, secure, clean and tidy.

## Quality of teaching, learning and assessment is good

- Teaching has improved since the previous inspection and it is now good. Teachers manage classes well and the consistent efforts to establish better learning attitudes are paying off. As a result, pupils concentrate and make good gains in their learning in response to teaching that is purposeful and interesting.
- Teachers use a good range of questioning to check on understanding or to deepen pupils' thinking. They encourage pupils to talk about their work, especially before writing takes place. This rehearsal helps pupils to develop confidence in getting writing started; the use of talk is purposeful.
- Reading is well taught in all key stages through a combination of direct teaching of letters and sounds and lessons that help to tease out pupils' understanding of different types of stories and poetry across the curriculum. The teaching of letters and sounds is much improved since the last inspection and pupils are much more confident about using their knowledge to work out what the words 'say'. This skill is evident right through the school and includes those pupils in Key Stage 2 who have previously found reading difficult.
- Pupils thrive on the diet of books they select from the well-managed library and book corners. They are very proud, voracious readers, who are keen to talk about what they have read. Targeted support for younger pupils who struggle with reading is also well focused, although sometimes the bustle of other activities nearby can pose a distraction.
- Mathematics has not been taught as well as reading and writing, but it is improving following concerted efforts by leaders and teachers to address this weakness. Some pupils' books show a clear development in the quality of teaching and learning. For example in Year 3, pupils' understanding of fractions was built up effectively over a series of lessons so that concepts were better understood.
- Pupils sometimes have limited opportunities to use their knowledge to solve problems. Occasionally tasks are set that are beyond the grasp of individual pupils because they do not have the underlying understanding to enable them to tackle the questions.
- Teachers are increasingly trying to plan tasks that are pitched at the right level. Most of the time this is successful, although there are still occasions where the work is set at too high a level for the least able or when the most-able pupils do not get on to the more difficult sections fast enough.
- Where learning is stronger, the most-able pupils are challenged by tasks of increasing complexity, requiring them to use a wider range of knowledge and skills to solve problems or investigate patterns. For example, the most-able pupils in Year 2 got to grips with filling a shopping basket with differently priced tropical fruits using a set budget. In Year 6, the most-able pupils worked independently using research and persuasion skills to write a letter to someone who had been cruel to animals. A Year 6 pupil explained that he relishes the challenge of this sort of learning mission when he said, 'It gives me a headache but it's a good sort of headache!'
- Lessons across the curriculum spark pupils' curiosity and engagement because the themes that are covered are interesting and are at the right level for the different age groups. For example, pupils in a Year 4 class were excited at the prospect of searching for minibeasts around the school site.
- Good use is made of computer applications to support learning in a variety of ways. Electronic books and games and extensive use of online reading programmes have had a good impact on standards and in stimulating an interest and love of reading across the school. The school has introduced a similar mathematics resource. Younger pupils delight in these applications. However, the development of computing skills remains at an early stage and teaching and learning have yet to be fully established.
- Homework adds value to the work taking place in classrooms. Work is set at different levels and pupils are encouraged to challenge themselves and take their learning further. Pupils respond well to teachers' encouragement and completion rates are high. Pupils look forward to tackling a range of interesting tasks such as researching then making a Viking helmet, measuring ingredients for a sponge cake or totalling the content of coins in their mother's purse. Younger pupils say that parents are often keen to help!

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils enjoy school and the many opportunities it provides to develop leadership qualities. Pupils care about each other and their school.

- The 'pupil workforce' is well liked by pupils and does much to promote a sense of community and belonging throughout the school and awareness of the world of work. Pupils across different age ranges undertake responsibilities as playground buddies, peacekeepers, librarians, lunchtime supervisors and reading mentors. Such work, often with specialist training, encourages pupils to cooperate well with each other, while ensuring that they are never far from adults who can lend a helping hand when needed.
- The reading mentor scheme, in which Year 6 pupils help Year 2 pupils with their reading, has been particularly successful. One older pupil commented, 'I enjoy reading with him because we both like football and we both like the same kind of books. It makes us both feel good.'
- Pupils report that they feel safe in school. They know about bullying in different forms and report that although it did sometimes happen it was swiftly dealt with by staff. They say that there is no prejudiced name calling: 'It is banned,' they explained.
- Pupils trust the adults and know who they can go to them if they are worried or upset. Parents have confidence in the quality of care provided at the school.
- Pupils learn to look out for each other and organise playground games that everyone can enjoy. This has been in response to a growing number of incidents and disagreements arising from overexuberance at play times. Leaders and pupils have identified and largely resolved these issues.
- The school ensures that staff training is up to date on child protection matters and staff know when to escalate concerns to ensure that pupils receive help. The school's family and parents' learning officer and deputy headteacher work closely with local family support agencies to ensure that support is timely and helpful.

### **Behaviour**

- The behaviour of pupils is good. Pupils typically behave well in the playground, in the dining area and around school; movement is orderly and calm in corridors. In lessons they settle to work quickly and only lose concentration when they are not challenged enough or are unclear about what to do.
- Pupils display very positive attitudes to learning and take pride in their achievement. In lessons pupils were bursting to show and talk about their work. They are proud about the awards they receive and when their good work is displayed or shared.
- Attendance has improved consistently over time so that it is now broadly in line with the national average. This has happened as a result of concerted efforts and support from leaders and staff to develop strategies and investment in initiatives such as the 'walking bus'. Parents and pupils are responding well and in a recent focused attendance week 91% of pupils achieved 100% attendance.
- Pupils are becoming more settled and independent in their learning. This was a weakness at the time of the last inspection, but it is no longer the case. Pupils are expected to and do work without undue reminders or direction from the teacher. In some classes this is very marked, especially in Year 6, where pupils conduct themselves with great maturity.

### **Outcomes for pupils**

**are good**

- Reading standards are improving strongly. Pupils are able to use a range of strategies to work out what the words say, they show interest in books and understand what they read. A very strong reading culture is evident throughout the school and pupils are developing securely to become confident readers. For example, one pupil remarked that, 'Reading takes me to another world.'
- The school's assessment information and the work in pupils' books shows that pupils are making faster progress in their writing. Examples of very high-quality writing were seen in the work of older pupils.
- The proportion of pupils reaching the expected standard in phonics at the end of Year 1 is improving and was above the national average in 2015. The school's latest assessments show an encouraging picture and leaders expect more pupils to achieve the standard in the summer.
- More pupils reached the basic standards in reading and writing than did so nationally in 2015. However, the proportions doing better than this were just below those of other schools.
- The school's latest assessment information shows that good progress of pupils moving from early years into key stage 1 has been maintained and that Year 6 pupils are making swift progress towards their end-of-year targets.
- Mathematics at key stage 2 has been an issue for the school in the last year. The 2015 results showed a dip in standards but the school has responded quickly with a strong focus on improving the teaching of mathematics. Visits to a high-performing school, advice and training from an external consultant and a

series of staff meetings have taken place to review practice. Teaching is improving but a more thorough analysis of misconceptions and gaps in learning is needed to pinpoint where staff need to focus their teaching.

- The most-able pupils at the end of key stage 2 are supported through a link with the local high school. Pupils look forward to these lessons and are proud that they are able to participate and cope with the learning challenges they meet.
- The majority of disadvantaged pupils and pupils who have special educational needs or disability are making progress in line with that of their peers. Gaps in attainment with other pupils are closing in most year groups. This is as a result of targeted work by skilled teaching assistants and also because teaching is improving with teachers taking better account of pupils' needs. Disadvantaged pupils at the end of key stage 2 in 2015 had made particularly strong progress from key stage 1, performing at least as well as other pupils nationally in reading and writing.

## Early years provision

is good

- Standards are consistently above those typical for children of their age across all areas of learning. These standards are being sustained and the current cohort are on track to perform well. This is because teaching and provision are of good quality, children have settled well and there is a strong expectation of behaviour that contributes to effective learning. Children make good progress in reading, writing and number.
- The vibrant, secure and welcoming learning environment in the early years, coupled with well-established routines, helps children to settle down happily and get the most out of their learning time. There is a wide range of engaging activities that catch children's interest and help them to become absorbed in activity.
- Children want to do well and are keen to follow expectations. Behaviour is good with children explaining that, 'This is how we walk down quietly to assembly.' They cooperate with each other, taking turns, playing safely and making sure that when an activity is over, 'It is time to tidy up or it will be a mess.'
- Children are developing very good attitudes to learning. They are already aware that it is important to listen to the teacher. When asked why this was important, one child said, 'If you do not listen then you will not learn and you will not get a job!'
- Children's welfare and safety are given high priority. Children remember to wash their hands before cutting a cake and after measuring plants.
- Children in the Nursery are proud of what they can do, such as recognising numbers or writing their names. Some can count well into double digits but do not understand what they represent. Work to secure their understanding of the amount numbers represent is developing well.
- Teaching is good. Staff encourage children's curiosity and plan a well-resourced range of activities, making good use of both inside and outdoor areas for learning. Interactions between adults and children and between children are good, characterised by care and respect. Adult interventions are made in a timely way to extend learning. For example, in a counting activity the teacher demonstrated a method of writing the calculation for the number of jumps that the frog made from different lily pads.
- As across the rest of school, mathematics has been a focus and good use of the outdoor area is made to promote practical mathematical activities that are helping Nursery- and Reception-age children to build up key mathematical ideas such as number sequence, shape and space.
- Staff are developing a shared area to aid transition for children moving to Year 1 to ensure that all children make this move easily and confidently.
- The leadership of the early years is good and the leader continually monitors the quality of work. Teamwork is effective and children's progress is checked carefully. Staff know the children's strengths and weaknesses well and all staff are involved in assessing children's learning. Sometimes this is not focused precisely enough on what children know and can do and what their next steps should be.
- Work with parents is developing and the leader is exploring further ways to engage the families whose circumstances make them harder to reach. She produces a weekly summary of ways parents can assist their children and has introduced a system of electronic books to be shared.

## School details

<b>Unique reference number</b>	107433
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10002173

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	248
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Manisha Govan
<b>Headteacher</b>	Andrea Grist
<b>Telephone number</b>	01274 882116
<b>Website</b>	<a href="http://www.russellhallprimary.co.uk">www.russellhallprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:office@russellhall.bradford.sch.uk">office@russellhall.bradford.sch.uk</a>
<b>Date of previous inspection</b>	5–6 November 2013

## Information about this school

- This is slightly smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium is higher than average (the pupil premium is additional funding for pupils who are known to be eligible for free school meals, and those looked after by the local authority).
- The number of pupils who have special educational needs or disability is slightly higher than is typical.
- The number of pupils with statements of special educational needs or education, health and care plans is below the national average.
- The school meets the current floor standards, which set out the minimum expectations for pupils' attainment in English and mathematics.
- Children in the early years attend part time in Nursery and full time in Reception.

## Information about this inspection

- Inspectors observed lessons in all classes. Meetings were conducted with senior leaders, governors, a staff curriculum team and two groups of pupils. In addition a meeting was held with a representative of the local authority.
- Information from the scrutiny of a range of school documentation was analysed. This included school improvement plans, the school's own evaluative judgements about its effectiveness, the school's information about the performance of current pupils, curriculum outlines, school monitoring information including records of staff training and appraisal and safeguarding documentation.
- The views of parents were taken into account through informal discussions and by analysing responses from the 30 parents who completed the Ofsted online questionnaire, Parent View.
- The views of pupils were taken into account through planned meetings and by analysing responses from 32 pupils posted via the online pupil questionnaire.
- The views of staff were taken into account by analysing response from the 15 staff who completed the inspection questionnaire.

## Inspection team

James Reid, lead inspector

Gina White

Ofsted Inspector

Her Majesty's Inspector



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