



Clayton Village Primary School

Inspection Report

Unique Reference Number 107199
LEA Bradford
Inspection number 277730
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mrs Brenda McIntosh CfBT Lead Inspector

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

Type of school	Primary	School address	John Street
School category	Community		Clayton
Age range of pupils	4 to 11		Bradford, West Yorkshire BD14 6AD
Gender of pupils	Mixed	Telephone number	01274 414115
Number on roll	253	Fax number	01274 414116
Appropriate authority	The governing body	Chair of governors	Mr N McNally
Date of previous inspection	27 November 2000	Headteacher	Mrs A Jeffery

Age group 4 to 11	Inspection dates 9 November 2005 - 10 November 2005	Inspection number 277730
-----------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is an average sized primary school. It serves a mixed catchment area. The proportion of children eligible for free school meals is broadly average. Most children are white British with a small proportion from a range of minority ethnic groups. Very few speak English as an additional language. About an average number of children have learning difficulties and/or disabilities. Very few children are refugees or from families seeking asylum. Attainment on entry to the reception class is well below average. The school is an Investor in People. It gained a National Healthy Schools Award in 2003.

Since the last inspection the school has experienced many changes of staff and the school building has been extended to accommodate the increase in the number on roll.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school judges its effectiveness to be satisfactory and this matches the inspection judgement. Strengths include the strong provision for the youngest children, and the good attitudes and behaviour of pupils throughout the school. Pupils are mature and sensible, reflecting the good attention given to their personal development. The school cares well for its pupils and they enjoy learning. From a below average starting point pupils make satisfactory progress and attain broadly average standards overall: standards are below average in mathematics by the end of Year 6. The quality of teaching and learning is satisfactory, with strengths in the teaching of writing which is seen in the good standards pupils attain in writing. However, pupils are not always provided with sufficient challenge in their work or given clear guidance of what they need to do to improve. This lack of consistency reduces achievement. Children make good progress during the Foundation Stage because of the lively imaginative teaching and careful attention to their needs. Despite continued disruptions over recent years the school has made satisfactory improvement since the last inspection. Leadership and management are satisfactory and the school has the capacity to improve further. Subject leaders are not yet involved sufficiently in monitoring and evaluating what is working well and what needs to be improved. The school gives satisfactory value for money.

What the school should do to improve further

- Raise standards and achievement in mathematics in Years 3 to 6.
- Involve pupils more in assessing their own learning, making sure they are clear about what they need to do to improve.
- Provide all pupils with appropriately challenging work which matches their needs.
- Give subject leaders more opportunities to monitor and evaluate the quality of teaching and learning to bring all teaching up to the standard of the best.

Achievement and standards

Grade: 3

Overall, achievement is satisfactory. From below average standards when children start in the reception class they make rapid progress in reading and writing because of the good teaching. By the end of Year 2, standards are just above average and achievement is good. The high turnover in teaching staff has made it difficult for the school to ensure consistency in its provision. As a result, pupils' progress has at times been adversely affected, especially in Years 3 to 6. Pupils, including those who join the school later in their primary education make satisfactory progress in Years 3 to 6 and generally meet or exceed the targets set for them. The school's results in the national tests in 2005 for children in Year 6 show an increase in the number of pupils reaching the national expected levels in English, mathematics and science. However, too few reach the higher levels. Standards in mathematics are below average and the school's self-evaluation has highlighted improvements required. The achievement of boys has

already improved because of the school's action resulting in good gains in the proportion of boys reaching the higher levels in reading and writing. Pupils at the early stages of learning English as an additional language make similar progress to other children. Pupils with learning difficulties and/or disabilities and vulnerable pupils make good progress because of the well targeted support they receive.

Personal development and well-being

Grade: 2

Pupils like school and enjoy their lessons. They have good attitudes to learning and speak about the importance of having a good education in relation to their future employment. The school has worked hard to improve attendance which is now in line with the national average. Punctuality is good. Pupils' behaviour is good and they work and play well together. Pupils carry out their duties in a very mature and responsible way. For example, the 'Buddy' system ensures pupils are not isolated during playtimes. Older pupils clearly understand their responsibility as role models for others. As one Year 6 pupil said, 'it is important for us to set an example to the younger ones'. Pupils voice their opinions through the school council and gain good experience of working together for the benefit of the school community. The development of these essential skills of cooperation prepares them well for their future life. Pupils appreciate the wide range of enrichment activities on offer both in and out of the school day. A very comprehensive programme for personal, social and health education ensures that pupils' spiritual, moral, social and cultural development is good. Pupils are considerate and respect others. They gain in confidence because their individual achievements are valued. The school promotes strongly the health and well-being of its pupils and encourages them to adopt healthy lifestyles. Pupils have a good awareness of the dangers of drugs and why it is important to eat healthily, keep fit and stay safe.

Quality of provision

Teaching and learning

Grade: 3

The school evaluates the quality of its teaching and learning as satisfactory. Inspectors agree with this judgement. There are examples of good teaching throughout the school: it is consistently strong in the Foundation Stage and in Years 1 and 2 but more variable in Years 3 to 6. All pupils are provided with a positive environment for learning by teachers' very good classroom routines and management of behaviour. Pupils with learning difficulties and/or disabilities make good progress as a result of activities which are matched well to their needs and excellent support from teaching assistants. Teachers' planning is generally good in literacy. As a result, pupils' literacy skills develop well, but there is not always enough challenge for more able pupils, especially in numeracy in Years 3 to 6. The high standard of literacy teaching reflects teachers' expertise and the very good work done by the school to develop, particularly, boys' skills. The teaching of numeracy is less secure as confidence is not as strong and work is not always matched well enough to pupils' needs. Teachers assess progress regularly,

although they do not always make it clear enough to pupils what they need to do to improve. Information and communication technology (ICT) is used well by teachers to support learning. However, limited access to equipment makes it hard for pupils to use ICT as a readily available tool, for example, to find information or to present their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some significant strengths. It fulfils statutory requirements. Provision for literacy is good, and for numeracy, science and ICT it is satisfactory. The highlights are the extent and range of extra-curricular opportunities, ranging from drama and karaoke to football and specific programmes for pupils with special gifts or talents, and the provision for pupils with learning difficulties. The Foundation Stage curriculum is exciting and generates enthusiasm in pupils which is reflected in good progress, especially in reading and writing. The curriculum for older pupils is broad and balanced and is enlivened by good use of outside speakers and visits. The literacy programme has been a focus for development and it is well planned, with clear progression. Numeracy and science have had less attention and the full range of mathematical skills is not developed and built on consistently in Key Stage 2. The programme for teaching pupils about personal, social and health education is strong.

Care, guidance and support

Grade: 2

The care, support and guidance provided by the school are good. The high level of pastoral support for all pupils is reflected in their good personal development. Pupils are confident that there is always someone they can turn to for help. Child protection and health and safety procedures are effective. The induction arrangements for children into the reception class are good and help them to settle quickly into school life. Similarly, Year 6 pupils are helped to make the transfer to the next stage of their education as smooth as possible. Staff has a good awareness of individual pupils and their family circumstances and pays good attention to their health and well-being. Pupils with learning difficulties/and or disabilities and vulnerable children are well supported. They have clearly defined targets that enable them to build effectively on their learning. The learning mentor programme supports individual pupils well helping them to overcome any barriers to learning. However, pupils are not always clear about what they need to do to improve their work and this slows their rate of progress.

Leadership and management

Grade: 3

The school rightly judges leadership and management as satisfactory. The headteacher has led the school well through a period of significant change spanning several years. In September 2004 the school finally entered a period of stability. The staff is now

more settled and the senior team of managers is working together in pursuing improvement. They are increasing the effectiveness of their monitoring of teaching and learning and how they provide guidance and training for staff in light of this. Examples of successful improvements include initiatives both to raise standards in writing throughout the school and boys' achievement. The school's satisfactory self-evaluation has helped develop a realistic picture of strengths and areas for improvement. For example, there is a good awareness that standards in mathematics need to be improved and that higher attaining pupils are insufficiently challenged to help them achieve well enough. The main challenge for the leadership is to improve further the quality of teaching and learning especially in mathematics. However, subject leaders are not sufficiently involved in monitoring pupils' learning and developing teachers' confidence in teaching. A recently introduced electronic system for checking pupils' progress is proving useful in highlighting underachievement. The information is shared with class teachers and is helping to raise expectations when setting pupils' individual targets. The school works successfully with outside agencies and other schools to extend pupils' learning. The school responds well to parents and pupils' suggestions for improvement. Governance is satisfactory. Governors are supportive of the school and fulfil their statutory requirements. Given the current stability in staffing, the school is well placed to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so polite and friendly.

What we liked most about your school.

- The teachers and other adults care for you and make sure that you feel safe in school and are happy in your learning.
- You do well in your writing.
- You behave well and take on your responsibilities sensibly.
- The way the children in the Reception class have settled in and how they are learning to read and write quickly.
- You have lots of clubs to go to after school, visits and visitors to help you learn.
- Mrs Jeffrey the staff and governors have worked hard throughout all the changes to make your school a pleasant place in which to learn.
- You are encouraged to do things in a safe and healthy way.

What we have asked your school to do now:

- Give you more information about how well you are doing and how to improve your work.
- Make sure that teachers check how well the subjects are being taught.
- To make learning more challenging so you can reach higher standards especially in mathematics.

We thoroughly enjoyed talking to you about your work and watching you learn, we wish you well for the future and hope you continue to be happy at school.