



Worthinghead Primary School

Inspection Report

Unique Reference Number 107246
LEA Bradford
Inspection number 277736
Inspection dates 17 May 2006 to 18 May 2006
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

Type of school	Primary	School address	Wyke Lane
School category	Community		Wyke
Age range of pupils	5 to 11		Bradford, West Yorkshire BD12 9EL
Gender of pupils	Mixed	Telephone number	01274 414904
Number on roll	178	Fax number	01274 414904
Appropriate authority	The governing body	Chair of governors	Lesley Bryenton
Date of previous inspection	15 January 2001	Headteacher	Mrs P Allison

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average-sized primary school. Almost all pupils are of white British heritage. Pupils attending the school come from a mixed socio-economic area. Attainment on entry to the Reception varies from year to year though it is generally below average. The proportion of pupils with learning difficulties and/or disabilities is about average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'My child loves school and that means the world to me.' 'Worthinghead is a lovely little school.' These parental comments are justified as this is a good school providing good value for money. Its view that its effectiveness is satisfactory is too modest. The headteacher and other senior staff lead and manage the school well. Teaching is good so pupils achieve well. Overall, standards by the end of Year 6 are about average, although they are lower in writing than in reading, mathematics and science. The curriculum meets the needs of all pupils well. Provision in the Foundation Stage is good. Systems to check pupils' progress are satisfactory throughout the school. However, the marking of their work is not consistent. In addition, the tracking of their progress and using the information are not yet sufficiently developed to give pupils a clear idea of what they are aiming to achieve.

Pupils' personal development is good. Spiritual, moral, social and cultural development is good, overall. However, opportunities are missed to foster pupils' understanding of the cultural diversity of the town they live in. Behaviour is excellent. Attendance rates are well above average. Pupils enjoy coming to school and they respond very well to the good, supportive care they receive. The school has improved well since its last inspection. It has a good understanding of its strengths and areas for development. The commitment of the staff and strengths in the leadership and management indicate that the school has good capacity to continue to improve.

What the school should do to improve further

- Sharpen the tracking and monitoring of pupils' progress in all subjects, particularly in writing, so that individuals and groups of pupils have robust targets that challenge them to improve their work.
- Improve teachers' marking to match the best practice so that all pupils receive good advice on how to improve.
- Provide more planned opportunities for pupils to develop their understanding of the multicultural diversity of Bradford.

Achievement and standards

Grade: 2

All groups of pupils achieve well. Standards by the end of Year 6 vary from year to year because of differences between groups of pupils within this small school. In recent years, standards have been broadly average by the end of Year 6, although those in writing have been lower than those in other subjects.

Children start school with below average standards. They receive a good start in the Foundation Stage, making rapid progress in developing basic skills. They make good progress across Years 1 to 6 and this means that, by the time they finish Year 6, standards are broadly average. However, progress in writing is not as strong as that

made in reading, mathematics and science. Although standards in writing are improving, there are still too few reaching the higher level in their tests.

The demanding targets set at the end of Year 6 in 2005 were almost met in English, although exceeded in mathematics. The school is on track to meet its targets at the end of Year 6 in 2006. Pupils' good progress in developing the basic skills of reading and numeracy provides a good foundation for their future economic well-being.

Personal development and well-being

Grade: 2

Attendance is well above average because pupils really enjoy school. They are very enthusiastic learners. Their behaviour and attitudes to work are exemplary. They are extremely polite and courteous. Older pupils are very confident and their mature attitudes stand them in good stead for the next phase of their education. Pupils support one another in a very harmonious community. Bullying rarely occurs. The 'playground buddies' help younger pupils to feel safe and enjoy breaktimes.

Spiritual, moral and social development are good. Pupils have a very clear understanding of right and wrong. They show compassion towards others and are involved in a number of fund raising activities. Assemblies provide appropriate opportunities for reflection and pupils learn about major world faiths. However, although their cultural development is satisfactory, they do not have sufficient opportunities to explore the rich and diverse culture of Bradford. Older pupils stated that they were keen to find out more about the lifestyles and beliefs of others in the community.

Pupils adopt healthy lifestyles by eating healthy foods and participating in a good variety of sports. They make a good contribution to the school, for example, putting forward their ideas for improvements in the 'have your say' box.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Most lessons seen were good and as a result pupils make good progress. Pupils with learning difficulties and/or disabilities achieve well because of carefully thought out activities which are taught skilfully by capable staff.

The planning of lessons is good, though, occasionally, challenge for higher attainers is insufficient. Teachers use interactive whiteboards well to help pupils to grasp new learning. The pace of lessons is generally brisk and pupils are keen to learn. Relationships between staff and pupils are a strength. Pupils have very good attitudes to work and behave exceptionally well; this assists their learning. In most lessons, questioning is effective. However, occasionally, it is not directed sufficiently to individuals or linked to their level of attainment. Teaching assistants are deployed well to work with small groups of pupils, particularly those with learning difficulties, but

when the teacher is working with the whole class, they are sometimes not involved sufficiently in supporting pupils' learning.

The marking of pupils' work is satisfactory, overall. At its best, comments in books celebrate good effort, suggest ways for pupils to improve and link to individual targets. Satisfactory marking applauds good work but rarely provides sufficient information for pupils so they know what they must do to improve.

Curriculum and other activities

Grade: 2

A broad range of activities meets the interests and needs of all pupils. A well planned curriculum develops pupils' skills in literacy, numeracy and information and communication technology. Provision in the Foundation Stage is good, as the curriculum is carefully planned to develop children's skills in all areas of learning. Good use is made in Reception of the limited space available outdoors. The needs of pupils with learning difficulties and/or disabilities are met well throughout the school.

The curriculum is enriched by interesting visitors and educational visits, including a residential visit, as well as by a good range of extra-curricular activities. However, opportunities to extend pupils' understanding of faiths other than Christianity are missed; for example, in religious education, pupils study Hinduism and Islam but visits are not made to local temples and mosques. Pupils' maturity and understanding of healthy lifestyles are developed well through effective emphasis on personal, social and emotional development and citizenship education.

Care, guidance and support

Grade: 2

Worthinghead School is a caring community where pupils are valued and flourish. It provides good care, guidance and support for all, including vulnerable pupils such as those with learning difficulties and/or disabilities. Good systems are in place to ensure that children make a confident start when they join Reception. Child protection requirements and health and safety procedures are securely established and understood by staff. The learning mentor provides good support for pupils and they feel that there is always someone to turn to if they have a problem. Very good relationships with staff enable pupils to feel secure and make good progress in their learning. Staff know the pupils very well. Satisfactory systems are in place for monitoring their progress. This means that pupils' targets are generally well matched to their individual needs. However, they are not always clear what progress they are making towards achieving their targets.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably supported by the deputy headteacher, provides strong leadership which gives a clear sense of direction to drive

the school forward. Since the previous inspection, the headteacher has built a highly committed team of staff who work well together. The deputy headteacher provides a very good example to others by the quality of his teaching. Other staff assist senior managers effectively. Teachers accept responsibility for the management of subjects and fulfil their roles well.

The governing body meets all its statutory obligations. Governors are committed to the school and are beginning to develop strong links with staff and pupils. For example, the 'Governor of the Term' initiative is enabling governors to increase their appreciation of the education provided.

The school has a good understanding of its strengths and what it must do to improve, although its written evaluations of its performance are sometimes too modest. The school improvement plan accurately identifies the priorities for development. The headteacher is aware that in order to continue to drive up standards, systems such as those which track pupils' progress need fine-tuning. The school's capacity to continue to improve is good because of strengths in the leadership and management, the quality of teaching and pupils' very good attitudes to work and their excellent behaviour.

The headteacher has the respect of parents, who are very positive about the school. A very high proportion of parents completed the parental questionnaires. Written comments were highly complimentary, such as, 'I have always thought that the school is well led and managed', and 'Worthinghead has been an excellent school for my children.'

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	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	2	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?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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	1	NA
The attendance of learners	1	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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. We enjoyed our visit and we want to share with you what we think about your school.

What we liked most about your school

- The headteacher, staff and governors look after you well and know how to make your school better.
- You are so polite and friendly.
- You behave extremely well and work hard in lessons and all get on so well together.
- You are taught well so that you make good progress in your learning.
- Your attendance is very good and you really enjoy school.

What we have asked your school to do now

- To set challenging targets for you and to help you to understand the progress you are making towards these targets so that standards improve, particularly in writing.
- For your teachers to write helpful comments when they are marking your work - even more than they do already!
- Provide more opportunities for you to learn about Bradford and its people.

We appreciated talking to you about your work and watching you learn. We wish you well for the future.