



Fagley Primary School

Inspection Report

Unique Reference Number 107249
LEA Bradford
Inspection number 277737
Inspection dates 6 March 2006 to 7 March 2006
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	Falsgrave Avenue
School category	Community		Bradford
Age range of pupils	3 to 11		West Yorkshire BD2 3PU
Gender of pupils	Mixed	Telephone number	01274 771124
Number on roll	174	Fax number	01274 771124
Appropriate authority	The governing body	Chair of governors	Mrs M Isherwood
Date of previous inspection	29 January 2001	Headteacher	Mrs A Keogan

Age group 3 to 11	Inspection dates 6 March 2006 - 7 March 2006	Inspection number 277737
-----------------------------	---	------------------------------------

© 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 two additional inspectors.

Description of the school

This is a small primary school which serves a very deprived community in social and economic terms. The number of pupils known to be eligible for free school meals is well above average. An above average proportion of pupils have learning difficulties and/or disabilities. Although the majority of pupils are white British, the number from non white ethnic backgrounds is steadily increasing. Very few pupils are at an early stage of speaking English. A very small proportion of pupils are from traveller families and the proportion of looked after children is low. The number of pupils who start or leave the school other than at the normal time is above average.

Over recent years admissions have fluctuated resulting in a significant proportion of surplus places. The local authority has very recently made the decision to keep the school open and reduce the admission number to 20.

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 that it provides a satisfactory education for its pupils; inspectors agree. A strength of the school is the way in which it cares for its pupils and helps raise their self-esteem. The headteacher and staff work hard to provide a caring, nurturing environment in which pupils can succeed and this is successful. Most children start school with low levels of basic skills. They make good progress in the Foundation Stage because of consistently good teaching. In Years 1 - 6, pupils' achievement is satisfactory. Although teaching is satisfactory overall, progress slows because some lessons lack pace and work is not always sufficiently challenging. The curriculum is satisfactory as is pupils' personal development. The school draws well upon outside expertise and other schools to assist pupils' personal and social development. Despite the school's good efforts to improve attendance it remains below average. Leadership and management are satisfactory. Self-evaluation is sound and reasonably accurate. The school is well aware that standards are not high enough and action plans for improvement reflect this. However, monitoring systems are insufficiently robust to evaluate fully the effectiveness of its provision on pupils' achievement. Pupils' progress is tracked and test results analysed satisfactorily, but the information gathered is not yet used rigorously enough to set individual targets or consistently to plan challenging work to improve achievement. The governing body is supportive but its procedures for checking school performance are underdeveloped. Improvement since the last inspection is satisfactory. With the threat of closure now removed and the continued involvement in the local authority intensifying support programme, the school has the capacity to improve further. It provides satisfactory value for money.

What the school should do to improve further

Raise standards and achievement, especially in English and mathematics, by:

- improving the quality of teaching to at least good or better
- making more effective use of assessment information to plan suitably challenging work and set more ambitious targets for all pupils
- working with parents and carers to improve levels of attendance
- developing the role of the governors in monitoring and evaluating the work of the school.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. The majority of children enter the nursery with levels of attainment that are low for their age, particularly in relation to their social, language and communication skills. During the Foundation Stage, children make good progress due to the strong focus on the development of language and the opportunities to develop their confidence and independence. By the end of the Reception year, most children attain the levels expected for their age. In Years 1 - 6, pupils' progress is satisfactory. In 2005, test results at the end of Years 2 and 6 were well below average.

The percentage of pupils with learning difficulties and/or disabilities in each cohort was much higher than average and affected the results, in particularly the performance of boys in Year 2 and girls in Year 6. Nevertheless, at the end of Year 6 standards are showing a steady upward trend of improvement overall. The statutory targets set for the current Year 6 have recently been revised and set at a more realistic level owing to the high number of pupils joining and leaving this cohort over the past two years. Although standards are well below average pupils' progress is satisfactory from the results they attained at the end of Year 2. Pupils with learning difficulties and/or disabilities make similar progress overall to others because of the good support they receive. There are no significant differences in the achievements of vulnerable pupils or those from different backgrounds.

Personal development and well-being

Grade: 3

The school views personal development and well-being to be good but inspectors judge them as satisfactory with some good features. Pupils' spiritual, moral and social development is also satisfactory but their cultural development is good. The partnership with a local school helps pupils develop a strong understanding of other cultures and colourful corridor displays raise awareness of the work of famous artists. Although a minority of pupils do not always conduct themselves in an orderly fashion, behaviour around school and in lessons is generally satisfactory. Exclusions have been much reduced as a consequence of effective strategies to help pupils control their anger and improve their attitudes to learning. Children feel safe in school and enjoy what it has to offer. They say that incidents of bullying are rare and that teachers deal with them quickly and effectively if they occur. The recently-established school council contributes to pupils' sense of community and the 'Befrienders' scheme ensures that pupils are not isolated at playtime. Teachers are looking to widen the opportunities for pupils to take more responsibility in all areas of school life. Although the school has developed a variety of strategies to encourage pupils to come to school regularly, attendance is still below average.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory with examples of good practice in the Foundation Stage and in Key Stage 2. Teachers treat their pupils sensitively and teaching assistants provide good support for children with learning difficulties and/or disabilities. In the most effective lessons, pupils are engaged fully in their learning and are encouraged to think for themselves. In a vibrant Reception class lesson, for example, children were fascinated by the activities and were quite desperate to write their own sentences. Similarly, pupils in a Year 4/5 class were so motivated by the subtraction activity that they couldn't wait for the next exercise and were delighted with the internet counting game. However, in some lessons, pace is too slow and the

lack of realistic challenge to meet the needs of pupils of all levels of ability has a negative effect on standards and achievement. In these lessons, pupils lose interest quickly and are not always fully focused on their learning.

Assessment procedures and the tracking of pupils' progress are satisfactory. However, the information gained is not always used well enough to plan next steps of learning or set individual targets that challenge pupils sufficiently to promote better achievement. Marking is inconsistent in quality but the best provides detailed comments for pupils on how to improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and matches the needs and aspirations of most pupils. Provision for information and communication technology has improved markedly since the last inspection and pupils benefit from extensive use of the interactive whiteboard in lessons. There is a good variety of partnership arrangements and pupils have taken part in mathematics, science and design technology events with outside agencies. However, there is a limited range of extra-curricular activities, after-school clubs and sports events. The personal, social, health and citizenship education (PSHCE) curriculum does much to encourage pupils to make healthy food choices and understand the need to take regular exercise. The Foundation Stage curriculum is good and includes a wide range of exciting practical activities which lead to children making good progress, particularly in the development of their social, language and communication skills.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Pupils who have significant social, emotional and behavioural difficulties are supported well and helped to overcome their problems. Pupils speak highly of the learning mentor programme and the nurture groups, which, they say, provide many opportunities for them to discover more about themselves and help them with their learning in the classroom. Comments such as ... 'we are succeeding with our task because we are co-operating well' demonstrate the effectiveness of the provision. Child protection procedures are thorough and understood fully by the staff. Pupils are confident that adults will listen to them if they have any worries. Any risks to pupils' health and safety are assessed carefully and dealt with. Pupils are taught how to lead healthy lifestyles and to keep safe. Pupils with learning difficulties and/or disabilities are supported well. Learning support assistants are used effectively to guide these pupils in their learning. Good arrangements are in place to ensure that children make a confident start when they join the nursery. The involvement of pupils in assessing their own learning, however, is at an early stage of development.

Leadership and management

Grade: 3

Leadership and management are satisfactory. A strength in the leadership of the headteacher is the vision and direction she provides in creating a caring, nurturing environment with a strong focus on pupils' well-being. There is a strong emphasis on raising pupils' self-esteem and helping them to succeed and benefit from what the school has to offer. The school works well with outside agencies to support vulnerable children. Involvement in a local authority Intensifying Support Programme is proving beneficial in the school's commitment to raising standards and achievement. Whilst the school has a reasonable view of its overall provision the systems for evaluating the effectiveness are not yet impacting sufficiently on pupils' achievement. For example, the way teaching is evaluated is sound but is not yet fully effective in ensuring all groups of pupils are always sufficiently challenged throughout the school. The governing body is supportive but their role in monitoring and evaluating performance and holding the school to account is underdeveloped. The school has worked closely with the local authority finance team and the finance strategy group to clear the deficit budget which arose owing to the significant fall in the number of pupils on roll. The limited funds available are managed well to support school development. The school seeks and values parents' and pupils' views when making decisions. Improvement since the last inspection is satisfactory. Good teamwork and high morale is evident among staff and as the possibility of closure is no longer a threat the school has the capacity to improve.

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	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	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 helpful and polite. We enjoyed our visit very much and the chance to talk with you. We want to share with you what we thought about your school.

What we liked most about your school

- The way you are working so hard to improve your behaviour.
- The nurture groups and how they are helping you to co-operate with each other: they really looked fun.
- The way the staff look after you well and make sure you have a safe place in which to learn.
- The way you are encouraged to eat healthily and helped to understand the importance of keeping fit.

What we have asked your school to do now

- We want you to continue to work hard and for the teaching to be good or better throughout the school to help you improve your standards in English and mathematics.
- Make sure that tasks and activities really challenge you and help you achieve as well as you are able.
- Those of you who do not attend school as regularly as you should must try harder so you do not miss out on your learning.
- For the governors to find out more about the school and how well you are doing.

With very best wishes to you all for the future.