



Addingham Primary School

Inspection Report

Unique Reference Number 107286
Local Authority Bradford
Inspection number 277739
Inspection dates 10–11 January 2007
Reporting inspector James Kilner HMI

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

Type of school	Primary	School address	Bolton Road
School category	Community		Addingham, Ilkley
Age range of pupils	4–11		West Yorkshire LS29 0NR
Gender of pupils	Mixed	Telephone number	01943 830298
Number on roll (school)	273	Fax number	01943 432130
Appropriate authority	The governing body	Chair	Mr M Robinson
		Headteacher	Mrs J Drake
Date of previous school inspection	15 January 2001		

Age group 4–11	Inspection dates 10–11 January 2007	Inspection number 277739
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This above average sized school serves a semi-rural community to the north of Bradford. Almost all the pupils are of White British heritage. The percentage of pupils with special educational needs is slightly below average and the proportion entitled to free school meals is below average. Attainment on entry to the Reception class is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some significant strengths, principally in the personal development of pupils, partnership with the local community and the care provided for all pupils. Pupils with learning difficulties and/or disabilities are fully included in the life of the school and these pupils achieve well. The school is the hub of the village and there are many opportunities for pupils to plan and participate in a wide range of exciting and worthwhile community activities. The achievement of the Sports Mark and Arts Mark reflect the school's strong links with local sporting and arts-based organisations as well as its thriving extra-curricular lunchtime and after school clubs. The school works well with the community police and other organisations to ensure that pupils are acutely aware of the strategies needed to stay healthy and safe.

Children get off to a good start and make good progress in the Reception classes because teaching is strong, lively and develops their independence well. Provision in the Foundation Stage is good.

Standards are above average in English, mathematics and science by the end of Year 6 indicating satisfactory achievement. Rates of progress are variable and standards could be even higher, particularly in mathematics, where achievement falls short of that in English and science. The overall quality of teaching and learning is satisfactory. Good teaching is exemplified by high expectations, good subject knowledge and a lively sense of fun which can inspire and make learning effective and enjoyable. Teaching is less successful where planning does not match well to pupils' ages, needs and capabilities. Monitoring of provision by the leadership team is at an early stage of development and has yet to impact on weaknesses in teaching and learning.

The school provides a satisfactory curriculum but planned developments to ensure a more exciting and vibrant curriculum have yet to be reflected consistently in classroom practice.

Following the previous inspection, progress in addressing key issues was thwarted by significant staffing difficulties. This has been the cause of some variability in pupils' progress and the quality of teaching. The school has recovered well from this turbulent time and is now back on track and progressing well.

Governors provide a good level of support and challenge for the school. They are actively involved on a regular basis and have managed strategically difficulties in recruitment and retention. The school's honest self-evaluation and accurate identification of most areas for improvement, together with re-focused leadership at all levels, gives good capacity to improve.

What the school should do to improve further

- Improve rates of progress for all pupils, particularly in mathematics.
- Ensure consistency in teachers' planning in order that work more closely matches the needs of all pupils.

- Improve strategies for monitoring the quality of provision to ensure that teaching and learning are consistently good or better.

Achievement and standards

Grade: 3

Achievement is satisfactory, standards are good. Children enter the Reception classes with average to above average skills in all areas of learning. They make good progress and a large proportion exceed the expected level at the end of the year. From this above average starting point in Year 1, pupils make satisfactory progress to reach above average standards at the end of Year 2. Progress is uneven due to inconsistencies in the quality of teaching and learning in some classes. Some pupils therefore have a lot of catching up to do in Year 2 to maintain above average standards. Progress is variable in lower Key Stage 2 but accelerates in Years 5 and 6 because of effective, challenging teaching. Results for the 2006 tests in English show significant improvement at the higher levels with 67% of pupils attaining Level 5. This reflects the school's successful strategies to improve writing at this key stage. Standards in mathematics are below those in English and science, particularly at the higher levels, where 35% attained Level 5, reflecting the uneven quality of provision in earlier years. The trend in the school's results is improving because of the school's sharper focus on raising achievement. Pupils with learning difficulties and/or disabilities make good progress due to the good level of support they receive. The school now sets challenging targets, which it expects to meet.

Personal development and well-being

Grade: 2

The quality of pupils' personal development and well-being is good. They have a clear sense of right and wrong and relationships are characterised by mutual respect. A good range of activities, including a partnership with an inner city school through the 'linking schools project,' enables pupils to have a good understanding of world religions and different cultures.

Pupils are very positive about their school and attendance is good. They are keen to learn. Behaviour is generally very good, pupils report that bullying is not an issue and school does much to ensure that this remains the case. Pupils are confident that they can talk to an adult member of staff if any problem arises. A 'problems box' allows pupils to express any worries, in confidence, to named adults. Pupils have a good appreciation of how to lead a healthy lifestyle and they say that recent initiatives are having a positive impact on their eating habits.

The school council is effective in providing pupils with valuable experiences in working together for the benefit of the community. This democratically elected group meets with the leadership team, governors and the parent teacher association to voice their opinions on initiatives designed to improve facilities in the school. Members are valued and respected and they feel that they have a genuine voice in the affairs of the school.

Pupils are well placed in terms of their future economic well being, not only because of the good standards they achieve but also because of the enterprising activities in which they eagerly participate. For example, they organise and participate in the planting of bulbs in order to raise funds for Cancer Research.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. It is good in the Reception classes, where teachers' efficient organisation and strong sense of fun enable children to learn happily and effectively. A good range of purposeful activities stimulate pupils' curiosity. In other classes, good features include a similarly engaging teaching style that encourages pupils to listen well to each other and to learn from effective questioning. In these lessons, good subject knowledge enhances teaching confidence, increases the pace of learning and the level of challenge for all groups of pupils. Pupils' learning soars in response to these high expectations. Where the pace of learning slows and planned work does not match pupils' needs and capabilities sufficiently, teaching is less effective. Questioning tends to be less probing and so opportunities are missed to develop pupils' thinking and reflection. The quality of teachers' marking is similarly varied with the best giving clear indications as to how pupils might improve their work, linked to their individual targets. Teaching assistants give good, unobtrusive support in all classes which increases the effectiveness of learning and ensures all pupils, regardless of ability, are included.

Curriculum and other activities

Grade: 3

The curriculum makes satisfactory provision for all subjects, with appropriate emphasis on the skills of literacy, numeracy and information and communication technology (ICT). Provision for personal, social, health and citizenship education is a strong feature. The exceptionally wide range of lunchtime and after school clubs brings together pupils of different ages to read, to use ICT and play mathematical games as well as providing opportunities to take part in a huge range of sports. The school has sensibly adapted the Foundation Stage curriculum to suit the available accommodation, balancing formal activities with those that children choose freely and integrating indoor and outdoor learning wherever possible. Throughout the school, carefully planned curricular developments include linking subjects creatively together. This initiative extends the use of literacy, numeracy and ICT skills in other subjects so as to give pupils more opportunities to learn independently. This is at an early stage of development and has yet to improve the rates of pupil progress throughout the school.

Care, guidance and support

Grade: 2

Care, support and guidance are good. Provision for pupils' welfare is good; child protection procedures are firmly in place and are reviewed regularly, with appropriate training for named personnel. Pupils are given good support personally and this helps them to feel safe and secure in school. The small proportion of pupils with learning difficulties and/or disabilities is catered for well. A strong feature of provision is the 'farewell and welcome' package to ensure that pupils who need extra support are well prepared for changes from one key stage to the next, including secondary school. Academic support and guidance are good. The leadership team now have a good overview of progress. A number of parents have raised an issue to do with traffic congestion at the school entrance. This matter is being tackled through the school's revised travel plan.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory with strengths in the work of the headteacher and deputy headteacher.

The school is emerging from a turbulent time in managing unforeseen staffing difficulties. This has been at the heart of some of the issues surrounding variability in rates of pupil progress and the quality of teaching. The headteacher is successful in her management and works unstintingly to ensure the inclusion of all pupils in to the life of the school. Key to this success has been the recently appointed deputy headteacher who provides an exemplary role model in the classroom as well as assisting the headteacher and leadership team as they strive to raise achievement. The overwhelming majority of parents reported that they support the work of the school.

The role of subject leaders is being developed following recent staffing difficulties. Together with the senior team they are revising the curriculum to provide more exciting and broader learning opportunities for all pupils. However, the work undertaken by this group in relation to monitoring provision and standards in their subjects varies in quality. Whilst they take responsibility for managing their subjects there are some inconsistencies in practice. Recently introduced pupil tracking systems enable senior managers to monitor pupil performance and set aspirational targets for pupils. This work is yet to be linked with the evaluations of teaching and learning.

Self-evaluation is largely accurate and recognises the strengths and weaknesses of the school. There are appropriate planned strategies for curriculum development and raising achievement in mathematics. However, effective actions have not been implemented quickly enough to ensure teaching and learning are consistently good in all classes.

The governing body knows the school well. Recent changes to the composition of the group have been well managed. New members receive appropriate training for their roles and bring a wealth of appropriate professional and practical skills to the school.

Governors are committed to raising achievement and monitor closely the work of the school, providing appropriate support but a good level of challenge. The school provides satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

First of all a very big thank you for your kind welcome and help when we came to visit your school for the inspection. We managed to talk to quite a lot of you and we all agreed that you were very proud of your school. I know that the chair of your school council will be able to share this letter with you and let you know what we found on our inspection.

Here are some of the things we thought were good about your school and some things which can help to make your school even better.

- You are involved in many exciting activities in your school and village which prepare you well for the future.
- You behave well and look out for one another. For their part the school makes sure that you are safe and have lots of help if you find things difficult.
- You reach good standards in your work but we think that you can do even better, particularly in mathematics. To help with this we have asked your school to make sure that your work is really well suited to what you can achieve.
- We have asked the school to make sure that you are making good progress by regularly checking how you are doing in class and that your work is the very best that can be achieved.

You can help in all this by remembering your targets and working hard to achieve them with the help of your teachers.

Some of your parents are worried about the traffic around school at the start and end of the day. The governors are having a meeting to come up with a travel plan. Maybe some of you could help to produce this: we know that the school values your opinions and listens to what you have to say.

Once again it was good to be in your school. Good luck with your big football match at Valley Parade!