

# Barkerend Primary School

## Inspection report

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<b>Unique Reference Number</b>	107202
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	287737
<b>Inspection dates</b>	9–10 October 2007
<b>Reporting inspector</b>	Julie Price Grimshaw

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	485
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tim Taylor
<b>Headteacher</b>	Mrs C Fewlass
<b>Date of previous school inspection</b>	24 February 2003
<b>School address</b>	Hendford Drive Pollard Park Bradford West Yorkshire BD3 0QT
<b>Telephone number</b>	01274 773003
<b>Fax number</b>	01274 773966

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Barkerend Primary is a much larger than average school serving an area of considerable social and economic disadvantage. The number of pupils entitled to free school meals is well above the national average, as is the proportion of pupils with learning difficulties and/or disabilities. The great majority of pupils are from a minority ethnic background and most pupils have a first language other than English. The proportion of pupils joining and leaving the school during the course of the year is much higher than average. At the time of the inspection, the headteacher had been in post for just over one month.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Barkerend Primary is a satisfactory school. Recently, a number of changes and initiatives have been introduced and, although it is too early to judge the impact of these, there are signs that the school is improving many aspects of its work. The school is held in high regard by parents, who recognise and appreciate the dedication of staff.

Children's knowledge and skills when they join the Nursery are significantly below those typical for their age. During the Foundation Stage they make good progress, although on entering Year 1 standards remain low. By the end of Year 2, pupils' standards are well below average in reading, writing and mathematics and have declined over recent years. Although standards are below average by the time pupils leave school in Year 6, achievement is better in English than in mathematics and science. From their low starting points, this represents satisfactory progress overall.

Pupils' personal development and well-being are satisfactory. Most pupils enjoy coming to school and say, 'It's great to be with your friends.' Over the past year pupils' attendance has improved and is now in line with the national average. Pupils are fully aware of the need to adopt a healthy lifestyle and many participate in the sporting activities offered by the school. Behaviour is satisfactory overall, although the poor behaviour of a small minority of pupils occasionally disrupts learning.

The quality of teaching and learning is satisfactory and leads to pupils making satisfactory progress during lessons. Good relationships between adults and pupils are a strength of the school's work and staff pay attention to pupils' personal development as well as their academic work. In the best lessons, high quality feedback ensures that pupils are fully aware of the progress they are making and know exactly what they must do to improve. However, this good practice is not yet established across the school and the inconsistent approach to marking and target-setting slows pupils' progress. The curriculum is satisfactory. Much emphasis is placed on the development of language and literacy skills and this contributes to pupils making better progress in English than in mathematics and science. Learning mentors and other support staff work effectively with teachers to provide good quality pastoral care for pupils. The school has made impressive progress in encouraging parents to become more involved with their children's learning and with the work of the school in general. Academic guidance is satisfactory, although underdeveloped systems for target-setting mean that pupils' individual needs are not always well met.

Leadership and management at all levels are satisfactory. The senior management team, together with the governing body, has developed a determined approach to school improvement through the introduction of a wide range of strategies. It is too early to judge the effect of this work on pupils' achievement and systems for monitoring provision and evaluating impact are not yet fully effective. Capacity for further improvement is satisfactory.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is good. Children enter the Nursery with knowledge and skills that are exceptionally low, especially in language and communication. They make good progress throughout the Foundation Stage because of the good teaching and support they receive, although by the time they leave Reception most have not reached the goals typically

achieved by children of their age. Children enjoy the varied range of practical activities that engage their interest and the Nursery outdoor area is used well throughout the day to extend the children's learning experiences. However, due to recent building work, continuous outdoor experiences for Reception children are very limited. Children are well cared for and their progress in all areas of learning is carefully tracked and recorded. Effective induction procedures ensure that children settle quickly and happily into school routines. A typical comment from parents of children joining the Nursery is, 'We are really pleased with the work of all the staff - my child is enthusiastic about coming to school.' The Foundation Stage is well led and managed.

### **What the school should do to improve further**

- Raise standards, particularly at Key Stage 1 and in mathematics and science at Key Stage 2.
- Establish a consistent approach to marking, assessment and target-setting across the school.
- Implement a rigorous cycle of monitoring in order to evaluate the impact of new initiatives.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The achievement of all groups of pupils, including those with learning difficulties and/or disabilities, is satisfactory. Pupils' standards on entry to Year 1 are well below average. They make satisfactory progress during Key Stage 1, although standards by the end of Year 2 are still much lower than those typical for children of this age. Data show that standards in English and mathematics at the end of Key Stage 1 have declined over recent years. New strategies for teaching literacy and numeracy are beginning to help Key Stage 1 pupils to develop their basic skills. However, there has not been time for this work to show in terms of improvement in standards by the end of Year 2.

There has been a steady improvement in pupils' achievement during Key Stage 2 over recent years, especially in English. Standards by the end of Year 6 are below average in English, mathematics and science, and this represents satisfactory progress overall. Although it varies from year to year there is no significant difference in the achievement of boys and girls.

## **Personal development and well-being**

### **Grade: 3**

Most pupils enjoy coming to school and this is reflected in current rates of attendance, which have improved significantly over the past year. Pupils' spiritual, moral, social and cultural development is satisfactory. Their behaviour is satisfactory overall and has improved recently, especially at lunchtimes. This is because of the good range of physical and structured play activities provided for pupils. However, there is a small number of pupils whose behaviour causes disruption to learning and, as a consequence, they do not make the progress they should. Pupils say they feel safe in school and that instances of bullying are quickly dealt with. They have a good understanding of how to stay fit and healthy. They enjoy the healthy food choices available at lunchtime and especially appreciate the fruit provided for them by the school. Pupils also enjoy the many sporting activities available during and after school. School councillors are proud of the role they have in decision making and the improvements they have made to the outside environment. Pupils support activities that link them with the local and wider

community. For example, many were involved with the local Lord Mayor's Parade and they spoke enthusiastically about raising money for worldwide charities. Pupils leave the school with academic and personal skills that prepare them satisfactorily for the next stages of their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers establish good working relationships with their pupils. An emphasis on practical work in many lessons helps to engage pupils in their learning. Most teachers use praise and encouragement in order to motivate pupils. In the majority of classrooms behaviour is managed well, particularly when teachers ensure that lessons move along at a brisk pace so that pupils are constantly occupied.

The school is working to establish a common approach to some aspects of teaching and learning, such as assessment and target-setting. This is not yet fully established across the school and so there is significant variation in the quality of teachers' marking. As a result, pupils do not always know what they need to do next in order to improve their work. In a minority of lessons, pupils regularly enjoy assessing their own work and that of their classmates, with good quality guidance from their teachers. This enhances pupils' understanding and helps them to improve. However, this good practice is not yet sufficiently widespread.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum contributes to pupils' satisfactory progress. A strong emphasis on developing literacy and language skills is evident throughout the school. The curriculum for mathematics and information and communication technology is satisfactory and has recently been enhanced through the use of software that is helping pupils to develop their understanding of numeracy. The school's recent work in establishing links between subjects has been welcomed by the pupils, who say that, 'Learning through topics is fun.' There is a good range of curriculum related strategies to boost the learning of pupils who speak English as an additional language and those with learning difficulties and/or disabilities. The curriculum is suitably enriched by educational visits and a range of after-school activities.

### **Care, guidance and support**

#### **Grade: 3**

Pupils are well cared for in a supportive learning environment. Parents clearly appreciate the caring attitude of the staff and pupils say, 'Our teachers really look after us.' Child protection and all other systems to ensure pupils' health, safety and well-being are in place and meet current requirements. Staff with responsibility for liaising with parents and carers play a major role in the school's work. As a result, greater numbers of parents are becoming more involved in school life and in supporting their children's learning. Pupils with learning difficulties and/or disabilities, those for whom English is not their first language and the more vulnerable pupils are well supported by a committed team of support staff and learning mentors. Academic guidance is satisfactory. The school is beginning to use data effectively in order to track pupils' progress. However, the lack of an agreed approach to target-setting means that some pupils do not always receive the guidance necessary to help them build on prior learning and make rapid progress.

## Leadership and management

### Grade: 3

Members of the senior management team, ably led by the headteacher, have worked quickly to establish an agreed approach to school improvement. They have identified a number of initiatives with the aim of raising pupils' achievement and have planned future developments on this basis. Self-evaluation shows that leaders have an overview of the main strengths and weaknesses of the school's work. However, there has been insufficient time for leaders to establish a rigorous system of monitoring the impact of recent initiatives. Work with outside agencies, with a firm focus on raising achievement and standards, is now well underway and members of the senior management team have a clear awareness of what is needed in order to secure continuous improvement. In developing the school's systems for using and analysing data, the management team is now better equipped to decide on challenging yet achievable targets to help raise standards.

The senior management team, together with members of the governing body, has started to develop a strong team approach to improving the school's work, involving all staff.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
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	3

### Personal development and well-being

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us feel so welcome in your school. We really enjoyed talking to you, hearing your views and watching you learn.

Barkerend Primary is a satisfactory school and there are signs that lots of things are improving. It was good to hear so many of you say that you enjoy coming to school. We were very pleased to find out that your attendance at school is now much better than it was a year ago - this is very good news, as it's important to attend school regularly if you want to learn well and make good progress. You and your teachers feel that behaviour has also improved recently, especially at lunchtimes. One of the reasons for this is that the school has made sure that you all have lots of things to do at lunchtime out in the playground. We were a little disappointed to discover that a few pupils do not always behave well during lessons, as this means that they do not learn as well as they could. However, most of you do behave well and listen carefully to your teachers, so well done!

We were glad to hear that you enjoy your fruit every day and it is good that you know so much about healthy eating and the importance of exercise. Your non-uniform day sounded like good fun and we were impressed that you have raised money for charity. The school council members are starting to do a good job of gathering everyone's views on how the school can be improved - although I am not sure about your idea of building a jacuzzi!

You told us that you like lots of practical activities in your lessons and we could see that you really enjoy these. Some of you know exactly what you need to do to improve your work, but others are not too sure. We have suggested that the staff help every one of you to understand how to move on with your work so that you can make really good progress. We would also like those of you in Years 1 and 2 to reach higher standards in your work and for everyone in Key Stage 2 to reach higher standards in mathematics and science. We know that all the school staff are very keen for you to make really good progress and have introduced some new ideas to help you learn. We have suggested that the school leaders keep a close eye on these things, so they can see what is working best for you.

You have an important part to play in improving your school. You can help by making sure that you all behave well in lessons and try to produce the best work you possibly can. We are very pleased that you are proud to be pupils at Barkerend and wish you well in the future.