



# Byron Primary School

## Inspection Report

**Unique Reference Number** 107208  
**Local Authority** Bradford  
**Inspection number** 287742  
**Inspection dates** 13–14 December 2006  
**Reporting inspector** Les Schubeler

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

<b>Type of school</b>	Primary	<b>School address</b>	Barkerend Road
<b>School category</b>	Community		Bradford
<b>Age range of pupils</b>	3–11		West Yorkshire BD3 0AB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01274 722981
<b>Number on roll (school)</b>	638	<b>Fax number</b>	01274 720113
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr G Green
		<b>Headteacher</b>	Mr Ian Hodgson
<b>Date of previous school inspection</b>	12 March 2001		

<b>Age group</b> 3–11	<b>Inspection dates</b> 13–14 December 2006	<b>Inspection number</b> 287742
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## **Introduction**

The inspection was carried out by four Additional Inspectors.

## **Description of the school**

This is a large, oversubscribed school in an area of significant social and economic disadvantage in the inner city area of Bradford. The school population is drawn almost entirely from one ethnic group whose origins lie in Pakistan and who are Muslim and 98% of the pupils have English as an additional language. The large majority of children enter the Foundation Stage with exceptionally low levels of language, mathematical and social skills and many of them have little understanding of English. There has been a high turnover of staff in the school in each of the last two years.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Byron Primary School is a good school. Driven by a committed and passionate senior leadership team, the school knows itself well. Thorough self-evaluation has enabled it to identify priorities for action and introduce measures that have led to improvement.

Standards in 2006 national tests in English, mathematics and science remain well below average but they represent good improvement on previous years and levels of achievement are markedly higher. Pupils achieve well, considering their exceptionally low starting points. The successful approach to the development of literacy skills in the Foundation Stage has been adapted for use throughout the rest of the school and is helping to accelerate pupils' progress. After a period of three years during which levels of achievement were low, there was a rise in 2006. Results in English, mathematics and particularly in science improved. English has seen a year on year improvement since 2004. The work produced by current Year 6 pupils indicates that the improvement in achievement is being sustained.

The school is justifiably proud of that improvement. Much hard work and considered thought has gone into deciding what measures would help pupils to gain greater success, especially in the development of their literacy skills. A carefully phased introduction of a new assessment for learning initiative has been well monitored and evaluated before being used on a wide scale throughout the school. This success has bred confidence among teachers. Ongoing assessment in lessons is good and has a positive impact on pupils' work. The school provides a good range of enrichment activities to broaden pupils' experiences. However, opportunities to develop skills in information and communication technology (ICT) and to reinforce English skills in other subjects are not seized often enough.

Greater consistency in the quality of teaching is making an important contribution to improvements in pupils' learning. Very well planned and stimulating activities in the Foundation Stage promote children's early language and social skills effectively and prepare them for later learning. There are significant strengths in the quality of teaching and learning throughout the rest of the school. Lessons are well organised. Work is well matched to precise and appropriate learning objectives. Good management of behaviour and the establishment of positive relationships support pupils' personal development well and ensure that pupils enjoy learning. One comment typified the views of pupils: 'Teachers make this school a fun place to learn.'

Pupils are cared for well. The school roll includes an extremely wide spectrum of pupils, some of whom have very complex needs, low levels of self-esteem or very little knowledge of English. Together with external agencies, the school provides very good support for these pupils and, in some cases, for their parents. As a result, pupils feel safe and secure. While pupils' overall attendance is below average, the key reason is linked to a minority of parents taking their children on extended holidays during term-time. The school actively discourages this practice because it has a negative impact on pupils' achievement. There is a strong sense of community in the school

and it underpins pupils' self-confidence significantly, guiding them towards a growing understanding of their personal health and safety.

The headteacher and leadership team have a clear, shared vision of the future development of the school. They are supported by effective key stage leaders, subject coordinators and governors, who help the school to provide good value for money. The school knows its strengths and areas for improvement. It has taken effective action to remedy weaknesses identified in the last inspection report and to improve levels of pupils' achievement against a background of higher than average changes in both staffing and pupil population. Its capacity for further improvement is good and it provides good value for money.

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

- Raise standards of attainment in English, mathematics and science in all key stages.
- Provide more opportunities across the curriculum for pupils to develop their skills in ICT and English language.

## **Achievement and standards**

### **Grade: 2**

Standards are well below average but considering the very low levels of attainment on entry to the school, pupils make good progress and achieve well across all years. Children make good progress though the Foundation Stage in developing the range of necessary skills, but attainment is still low when they leave Reception. They continue to progress well during Key Stage 1, but because of their low starting points their standards are still well below the national average at the end of Year 2. Following disappointing Key Stage 2 test results in 2005, the school took decisive action to raise the quality of teaching. Attainment in English, mathematics and science rose in 2006 as a result and two thirds of pupils reached challenging targets, demonstrating good achievement. The development of speaking and listening remains a high priority for the school. Pupils with learning difficulties and/or disabilities receive well-focused support and consequently make progress in line with that of their classmates.

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

### **Grade: 2**

Pupil's personal development and well-being are good. Most pupils display positive attitudes and behaviour in lessons and around the school. They say that they like physical education and sport. They also describe how to develop healthy lifestyles by, for example, eating more fruit. They also mention eating less chocolate and crisps, both of which have been banned by the school. The school's emphasis on the teaching of basic skills does much to prepare pupils for their future lives.

The development of pupils' spiritual, moral, social and cultural development is particularly good and pupils are keen to visit the local and wider community in order to improve their understanding of their own environment. A presentation of the

Christmas Story by the Foundation Stage children to the rest of the school was outstanding because of the vibrant and colourful costumes, the happy, smiling faces of the participants and the excellent support from the rest of the children and many of their parents.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers are particularly skilful at involving pupils in measuring their own success and in motivating and guiding them to achieve more. For example, young children in the Foundation Stage know which letter sounds they recognise and what they have to learn next. They are very proud of their achievement. Older pupils assess their success in meeting learning targets for each piece of work and discuss with other pupils how to improve. Lessons are often fun as teachers make good use of games and attractive resources to involve pupils. The teaching of reading and writing is good throughout the school. Procedures to assess pupils' progress are good and effectively used to raise standards. Good marking guides pupils well. However, teachers sometimes miss opportunities to develop literacy skills in other subjects, for example in numeracy lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum. Appropriate emphasis is placed on developing pupils' literacy skills and the synthetic phonics programme is enjoying much success. A good variety of enrichment activities makes a valuable contribution to pupils' personal development and to their understanding of society beyond the confines of their immediate surroundings. The school works hard to expand pupils' cultural horizons through visits to different places of worship, the theatre and the sculpture park, for example. The use of ICT to support pupils' learning is limited, but the recently appointed coordinator is now developing teachers' skills and confidence in this area.

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

#### **Grade: 2**

Care, support and guidance are good. Systems for child protection and medical and risk assessment are in place and vetting procedures for staff and visitors meet with the latest national requirements, ensuring that pupils learn in a safe environment. Pupils set a high value on the work of the teaching and support staff, who they find very approachable if they have a problem. Strategies to support vulnerable children are effective and those pupils experiencing difficulty are identified rapidly and monitored with sensitivity.

Pupils are given good guidance when working towards their personal and academic targets. In addition, the school has implemented effective assessment procedures which ensure that pupils are fully aware of what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

The headteacher and leadership team provide clear direction for school development. In conjunction with all staff, the headteacher has established an effective programme of self-evaluation that has helped the school to remedy weaknesses identified at the time of the previous inspection. Monitoring and evaluation of the school's performance are thorough and appropriate priorities to drive the school forward are identified. The school has underestimated the quality of some aspects of its work, but this is because it strives for the highest standards in everything it does. The school continues to experience staffing difficulties but, over time, a cohesive team of middle managers has emerged as a result of a focused and committed approach to recruitment. This is ensuring that all teachers and support staff have a clear understanding of the school's objectives and of the ways to reach them. Governors are not afraid to challenge the leadership when they feel it appropriate because they have a firm understanding of what the school does well and what needs to be improved.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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	3

### The quality of provision

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

<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
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**

Thank you for the warm welcome you gave to the four inspectors who visited your school recently. We would like to thank you for being so courteous and friendly. We enjoyed talking to you and finding out your views about the school. We spent a lot of time finding out how well you learn in your lessons, looking at your work and talking to your headteacher and school staff. We came to the conclusion that Byron Primary is a good school and considering that so many of you know little English when you start, you do well to make the good progress we saw in lessons.

We think your teachers and teaching assistants care for you and look after you well, keeping you safe and healthy. We know, too, that you are very proud of Byron Primary and that you get on well with your classmates and all the adults who work with you. Your teachers teach you well and give you lots of advice on how you can improve your work. We have asked your teachers if they can give you more opportunities to use computers and also to practise your skills in English in all your lessons. We think that if this happens and you continue to work hard with your teachers, the standard of your work will get better and better!

We are sure that you will continue to enjoy school and to make good progress. Most of all, we hope that you will carry on working hard and helping all the staff to make Byron Primary an even better school.