

Princeville Primary School

Inspection report

Unique Reference Number	107239
Local Authority	Bradford
Inspection number	287755
Inspection dates	2–3 July 2007
Reporting inspector	Judy Jones

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	470
Appropriate authority	The local authority
Headteacher	Mrs Sara Rawnsley
Date of previous school inspection	9 December 2002
School address	Willowfield Street Bradford West Yorkshire BD7 2AH
Telephone number	01274 573298
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is larger than average and serves an inner city area of Bradford. Virtually all pupils speak a language other than English at home. Most are of Asian British heritage but about 8% come from Eastern European countries. A higher than average proportion of pupils is eligible for free school meals; the proportion of pupils with learning difficulties and/or disabilities is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Princeville Primary School is a microcosm of languages and races where pupils and adults live and play in harmony. The school takes great care of its pupils, making sure they are safe and have every chance to develop emotionally and socially, through a wide range of well-planned programmes. Teachers and other adults model respectful behaviour and the pupils respond accordingly. As a result, pupils' personal development is good and they and their parents think highly of the school. A new system for setting targets, together with the recently introduced Intensifying Support Programme (ISP), has been embraced by adults and pupils. This is having a very positive effect on pupils' awareness of their own learning and on standards, because pupils can see themselves improving and are keen to do better still.

Standards of work, though improving, are well below average by the end of both Year 2 and Year 6. Target setting and the introduction of a range of new teaching methods are raising attainment, as the ISP and other tracking systems are showing. Standards in English, particularly in reading and writing, are lower than those in mathematics. In relation to pupils' low starting points and well below average standards in English, achievement is satisfactory. Pupils enjoy working with computers and are confident and competent users of standard word processor and presentation programmes.

Teaching and learning are satisfactory. There is some outstanding teaching and the leadership is making sure this good practice is shared but there is more to be done to reach the leadership's intention that all teaching and learning should be at least good. There is no inadequate teaching but in some lessons the pace is too slow and pupils are not expected to work quickly enough. Some work is well marked but there are inconsistencies.

The curriculum is changing to accommodate new initiatives, and while there is much that is good, change is only beginning to have an impact on standards. The organisation of the school day does not fully meet the needs of the curriculum. For example, some lessons are too long, as is lunchtime, and this inhibits the pace of new learning. Outside agencies are used well to enrich the curriculum and widen pupils' experience. Additional support for pupils who are new to English or who have learning difficulties and/or disabilities is good.

Leadership is satisfactory, with some considerable strengths. The headteacher and deputy headteacher are dynamic and clear-sighted. They are skilful at persuading colleagues to take on board new methods and ideas, while respecting and valuing much longstanding practice. Middle managers have not yet fully assumed their role as monitors of their subject areas, though this is planned for September. The governing body supports the school and is developing its ability to monitor the work of the school. Investment in resources is good and the school gives satisfactory value for money.

Provision in the Foundation Stage is satisfactory and improving. The outdoor area for the Reception class has recently been upgraded and is now well resourced. Pupils enter Nursery with very low standards and make satisfactory progress in acquiring English and learning basic skills.

What the school should do to improve further

- Raise standards and achievement in all areas but particularly in reading and writing.
- Improve teaching so that the pace of learning is good in all lessons.
- Ensure pupils' work is consistently well marked to give clearer guidance about how to improve.

- Improve the organisation of the school day to make better use of the time available.

Achievement and standards

Grade: 3

Achievement is satisfactory. This is evident for all age groups. However, by the end of Year 6, standards in English and mathematics remain well below average despite a significant improvement in 2007. The school is meeting challenging targets for pupils' achievement. Pupils' progress is accelerating so that increasing numbers are working at the levels expected for their age. This is the result of good work with the local authority in improving measures for assessing pupils' progress and acting on the information provided. A raft of new initiatives such as ISP and the 'Big Write' has contributed to this improvement. Pupils make satisfactory progress from a very low starting point in the Foundation Stage. Pupils who are new to English when they start school move quickly through the early steps of learning the language because of the skilful support the school provides. Pupils with learning difficulties and/or disabilities are also making increasingly good progress because of the close monitoring of their progress and well-planned use of learning support.

Personal development and well-being

Grade: 2

Good spiritual, moral, social and cultural development is underpinned by pupils' positive attitudes, good behaviour and immense enjoyment of school. 'I love coming here' is a typical comment. Pupils are proud to be part of a community characterised by racial harmony with a respect for other people and faiths. Pupils in the Nursery and Reception classes make good progress in taking turns, sharing and becoming independent.

Pupils' personal development is good and this is reinforced by an effective programme of personal, emotional and social education. During the inspection, a successful visit from the 'Life Education Bus' helped pupils to develop the confidence and thinking skills needed to make informed health choices, such as through drugs awareness for older pupils.

Attendance is satisfactory and pupils are punctual to school. Pupils enjoy taking responsibility for many jobs such as through the roles of playground buddies and environmental group members. The very successful school council has a massive impact on the life of the school. Activities are funded by its own bank account, and it has committees such as ones concerned with enjoying and achieving, staying safe and keeping healthy. Pupils contribute well to the local community. The pupils' improving basic skills and their confidence in using information and communication technology prepare them satisfactorily for the next stage of education and their future life.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is variable but never less than satisfactory. Examples of good and outstanding teaching lead to good learning, particularly in Years 5 and 6. Whilst morning lessons are long, teachers usually plan the time well so that there is a good variety of activities to sustain pupils' interest. However, in some lessons pupils have so long to complete

tasks that they work more slowly than they could. Although marking of some pupils' work gives clear indicators about how to improve, this is not consistently the case in all classes.

Teachers often use imaginative activities such as songs to remind pupils about tasks for 'superlearners', or competitive quiz games to encourage teamwork and keenness. As a result, pupils enjoy lessons and willingly cooperate with staff and each other. The effective use of targets in lessons encourages all pupils to strive to improve, and ISP tracking confirms improving progress. The best teaching gets pupils to think hard by asking interesting questions and allowing them time to think of the answer. Many teachers help pupils to become confident enough to reply by allowing them to talk about the answer with a partner before speaking out in class. Teachers plan the deployment of classroom assistants with care to make best use of this support.

Curriculum and other activities

Grade: 3

The teaching of literacy and numeracy is increasingly central to the curriculum through initiatives such as the reading circuit, 'Big Write' and a new programme for teaching letter and word recognition. However, too much time is devoted to English and mathematics lessons when the key skills could sometimes be more effectively developed through other subjects and the pace and breadth of learning increased. Teachers make good use of visits and visitors to bring learning to life, such as problem-solving activities at a local 'magical' centre which stimulates creativity in writing, or designing machinery after a visit to Blackpool. The provision for pupils' personal development is good, promoting their general health and well-being effectively, and is reinforced with the Social, and Emotional Attitudes to Learning (SEAL) project. Lessons are extended through the use of outside agencies, with well-structured schemes such as a mobile teaching unit specialising in helping pupils make healthy choices. A good range of sporting and other after-school activities, managed by the learning mentors and often led by specialist coaches, contributes well to personal development.

Care, guidance and support

Grade: 2

The pastoral care and support given to the pupils are good, making this a happy, friendly school where pupils feel safe. 'There is zero tolerance to racism and bullying,' say pupils with confidence. Appropriate arrangements for safeguarding pupils are in place. Bilingual staff give good additional help to those who need language support, including the increasing number who are new to English. Pupils with learning difficulties and/or disabilities are helped to make the same progress as their classmates.

Guidance for academic support is improving at a good pace. The school has recently put in place targets for pupils in reading, writing and numeracy and these are helping them to know how to improve. There are firm plans to involve parents more closely in setting these targets so that they can work closely with the school to help their children make better progress.

Leadership and management

Grade: 3

The school is led with clear vision and great determination by the headteacher, who is working very effectively in partnership with the deputy headteacher. A very positive start has been

made in raising the quality of education and the standards achieved, while maintaining the school's ethos of good attitudes and behaviour.

Leadership and management are satisfactory overall because even though many improvements have taken place, standards are not high enough. Teaching and learning are not consistent enough to ensure that pupils' progress is even throughout the school. The role of subject managers is beginning to develop well, but more remains to be done.

This is an improving school which is evaluating its strengths and areas for development accurately, making effective use of its well-considered improvement plan and using the available resources wisely. Work is commencing on a new Nursery unit and pupils' centre which will improve the accommodation significantly.

The school benefits from a very effective partnership with the local authority, support agencies and other schools. Parents show a high level of confidence in the school. Governance is improving through the governing body's close, supportive relationship with the school. 'We're a team within a team,' comment governors appropriately.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
The quality and standards in the Foundation Stage	3
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

How well do learners achieve?	3
The standards ¹ reached by learners	4
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?	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	1
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	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

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.

Annex A

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	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

Text from letter to pupils explaining the findings of the inspection

Inspection of Princeville School, Bradford BD7 2AH

We would like to thank everyone for looking after us so well when we inspected your school. We enjoyed our visit very much because you were so friendly and helpful and made us feel very welcome. Thank you for sharing your lessons with us, talking to us and letting us see your work.

We think your school is a happy place where people look after each other and are kind and polite. You are very good at helping each other through your buddy system and through your school council. All of you are kind to people who need special help, such as pupils who arrive from other countries and cannot speak English. We can see how hard you try to reach your targets and can tell that your work is improving.

We are asking your headteacher to make the school better still by making sure your teachers help you to work a bit faster in some lessons to help you reach still higher targets. We are also asking your teachers to make sure they always tell you how to improve your work when they mark your books. We think your timetable would be better if you had a shorter lunchtime and some of your English lessons were shorter.

We know you are proud of your school and we think you are right to be proud. We know you will carry on trying your hardest to make the school better still. We wish you all, especially those who are leaving at the end of this term, the very best for the future.