

# Ley Top Primary School

## Inspection report

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<b>Unique Reference Number</b>	107241
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	287757
<b>Inspection dates</b>	7–8 July 2008
<b>Reporting inspector</b>	John Dunne

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	253
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr E Henriques
<b>Headteacher</b>	Mrs Jan Pollard
<b>Date of previous school inspection</b>	3 March 2003
<b>School address</b>	Avenel Road Allerton Bradford West Yorkshire BD15 7PQ
<b>Telephone number</b>	01274 541554
<b>Fax number</b>	01274 546945

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average size school. The proportion of pupils eligible for free school meals is nearly twice the national average, reflecting the high levels of social and economic disadvantage in the area. The proportion of pupils from minority ethnic groups is greater than average and is growing. The proportion of pupils at an early stage of learning English is above average. The proportion of pupils identified as having learning difficulties and/or disabilities is average. The school has received the Activemark and Healthy Schools awards.

## 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. Due to the hard work and commitment of all, it is improving. Leaders at all levels have implemented a range of measures focused on raising standards, including good systems for checking on pupils' progress. These are beginning to make a positive impact and, as a result, in most year groups progress is becoming more rapid however, it remains satisfactory overall. The school knows that standards in English and mathematics in the past have not been high enough throughout the school. In Year 6, standards are still well below average. Pupils' progress in Year 6 has been slower than in other year groups due to inconsistent staffing arrangements and the challenging behaviour of a significant number of pupils. An intensive literacy programme in the Foundation Stage and Key Stage 1 has been particularly effective in increasing pupils' understanding of English. This is especially so for those pupils who are at an early stage of learning English. A good programme of activities with parents and the local community is successfully involving increasing numbers of parents in their children's education.

Teaching and learning are satisfactory, with examples of good practice. In some lessons, however, too much time is spent on whole class teaching, limiting opportunities for pupils to work independently and resulting in some loss of concentration. The curriculum is satisfactory overall and some aspects are well planned. For example, Year 5 pupils recently spent a day in a water adventure activity centre and this was successfully used back in the classroom to channel their enthusiasm about what they had experienced into good writing. This type of planning is not consistent, however, and not enough lessons are planned to capture pupils' interest in this way. The curriculum is enriched by some good use of visits, visitors and activities designed to increase pupils' interest. For example, in a rehearsal for the end of term production, Year 6 pupils, many with challenging behaviour, worked with great maturity and this was enjoyed by all. The very good play activities provided before school, during breaks, at lunch-times and after school, are greatly enjoyed by the pupils and are having a positive impact on their self-confidence, their social skills and in developing positive attitudes to working and playing together.

This is a caring school and vulnerable pupils in particular receive good support. As a result the significant numbers of pupils who join the school with extremely low self-esteem and social skills grow in confidence and self-belief. Pupils' personal development is satisfactory overall. Behaviour is satisfactory. Pupils show tolerance, consideration and understanding for others and have a developing sense of right and wrong. They enjoy school and most of their lessons. Parents are supportive and the school's reputation in the community has risen in recent times. Attendance is improving due to the determined efforts of the school.

The headteacher has a clear vision for the school and, together with colleagues and well informed governors, has a detailed plan for raising achievement and improving provision. Although standards are rising and teaching is improving, school leaders recognise that there is more work to be done in order to secure consistently good teaching and good progress throughout the school.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter the Nursery with knowledge and skills well below the levels expected for their age. Their language and social skills are particularly underdeveloped. They make good progress as a result of good teaching and good provision. By the end of their time in the Reception year, while standards are generally below average, some children are working within the standards set nationally for children of this age. They make especially good progress in their social and personal development. Recently introduced strategies to improve the teaching of reading are beginning to have an impact. Pupils relate well to each other. They are happy and play well together, behave well, treat each other kindly and enjoy their learning. Children are encouraged to learn by exploration and play and are given good opportunities to think for themselves and make their own decisions. Staff make good use of the different learning areas and there is a good balance between independent tasks and teacher led activities and between indoor and outdoor learning. The outdoor area is used well and there are plans to develop this further. Good links exist with parents and carefully planned arrangements for starting school ensure that the pupils settle quickly into the Nursery. The recently opened Children's Centre provides many opportunities for parents and carers to develop further links with the school. The Foundation Stage is managed effectively and there is a strong sense of teamwork amongst the staff. Staff work hard together to ensure a high level of care and to plan an effective curriculum that engages and interests the children. Children's progress is monitored closely to ensure that all achieve well.

### What the school should do to improve further

- Raise standards in English and mathematics by the end of Year 6.
- Improve the consistency of teaching so that all lessons are at least good.

A small proportion of 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

Pupils start school with skills that are well below those expected for their age. Pupils' achievement is satisfactory. By the end of Key Stage 1, standards remain below average but overall are improving faster than the national trend. This is due to effective teaching of literacy and teachers' success in developing pupils' self-confidence. Although standards at the end of Key Stage 2 are currently well below average as shown by the current attainment of pupils in Year 6, this represents satisfactory progress for these pupils given their starting points. However, standards are rising rapidly in Years 4 and 5. Standards in science are higher than those in English and mathematics. The overall improvement in standards is due to the effective systems recently put in place for checking on pupils' progress and appropriate measures to deal with past underachievement. These systems have not yet had sufficient time to show improvement in Key Stage 2, Year 6 national test results. The school has been particularly successful in involving parents in pupils' learning. For some pupils, parents' decisions to take them on extended holidays during term time are having a negative effect on their progress. Pupils from minority ethnic groups and those with learning difficulties and/or disabilities achieve satisfactorily.

## Personal development and well-being

### Grade: 3

Pupils' personal development and well-being are satisfactory overall. Behaviour is satisfactory overall, although a few older pupils find it hard to behave appropriately. In a small minority of lessons, pupils lack commitment, usually because the teaching is uninspiring. Pupils feel safe and know well how to keep themselves safe both in and out of school. Attendance has improved significantly since the previous inspection. Pupils have a good understanding of the benefits of healthy eating and physical exercise. They contribute constructively to the school and wider community through, for example, their work as school councillors and by raising funds for charity. Most pupils have good social skills and are able to learn and play well together. Consequently, their moral and social development is good. However, their understanding of different cultures in the local and wider community is not sufficiently developed. Pupils' spiritual development is satisfactory. Pupils' preparation for the next step in their education is satisfactory. Their levels of basic skills in English and mathematics, although improving overall, are not yet as high as they could be.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching and learning is satisfactory. There are pockets of good practice but inconsistencies mean that pupils do not make uniform progress year-on-year. In most lessons, teachers share learning intentions, use questioning well to extend pupils' thinking and provide clear explanations. Adults give thoughtful consideration to the different ways in which pupils learn and work hard to capture their interests. Teaching assistants support pupils with learning difficulties and/or disabilities well. However, in a small number of lessons activities are too teacher directed, resulting in pupils being too passive and not having sufficient opportunity to work on their own or in groups. In these lessons, the pace is too slow to maintain pupils' interest and ensure that they make good progress.

The quality of marking of pupils' work is satisfactory. There are good examples of marking which details what pupils must do in order to improve their work but this is not yet consistently applied across the school.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and meets statutory requirements. In Key Stages 1 and 2, planning has not always enabled lessons to be as interesting as they could be. This has restricted opportunities for learning. The school has recognized this and is enriching learning experiences by including trips and more interesting activities. These changes are not yet consistent throughout all years but they are beginning to show a positive impact on the enjoyment, progress, personal development and self-esteem of pupils, particularly for the significant numbers who lack self-confidence. Pupils participate well in a good range of out of lessons activities. Those organized by the newly appointed play-leader are becoming particularly successful in developing pupils' self-confidence, widening their horizons and promoting their consideration for others.

## Care, guidance and support

### Grade: 3

The school provides a satisfactory level of care, guidance and support overall. However, the quality of pastoral care is consistently good, being particularly effective for pupils experiencing personal, learning or emotional difficulties. Parents and pupils find staff approachable and understanding. The views of parents and pupils are sought and taken into account. Child protection requirements and health and safety procedures are secure and pupils feel safe and well looked after. The school provides good additional support for the growing number of pupils for whom English is an additional language. Systems for setting targets, checking on pupils' progress and dealing with any underachievement identified have had a positive impact for pupils in some, but not yet all year groups.

## Leadership and management

### Grade: 3

The headteacher has a clear vision for the school which is shared by all. She has put in place a well planned set of measures to improve standards, achievement and the quality of provision. Everyone is committed to raising standards by improving teaching and learning, providing good quality care, removing language barriers to learning and working with parents so that they become more involved in their children's learning. Leaders at all levels recognize that they have not been as effective as they could have been in raising standards in the past. They are now focused on putting in place systems which are beginning to have a positive impact. As a result the school is on a rising trend of improvement, demonstrating its good capacity to improve further. Middle leaders have a good understanding of what needs to be done and work effectively both as a team and individually. The headteacher has put in place systems which are becoming effective in checking on progress and identifying pupils who would benefit from additional support. Leaders have correctly highlighted that the curriculum needed changing so that pupils can more closely relate lessons to their everyday lives. There is still some way to go, but there are an increasing number of lessons which are capturing the interest of pupils more. As a result, pupils are making better progress because they are becoming more involved in their learning and enjoying it more. The support from the governors has a renewed vigour and governors now have a very clear understanding of what needs to be done and are showing a clear commitment to securing improvement. Leadership and management are held in high regard by the majority of parents.

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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	2

### 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	2
How well learners enjoy their education	3
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	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?	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

### **Text from letter to pupils explaining the findings of the inspection**

I am writing on behalf of the inspectors who visited your school recently. We enjoyed meeting you. Thank you for the friendly welcome you gave us.

We have judged your school to be satisfactory. It is also improving. We found that it does some things well. It is good in the way it looks after you and cares for you. It is getting better at improving your learning. Children make good progress in the Nursery and in Reception. Your teachers are working hard to improve the way you learn. There are lots of interesting play activities for you to take part in. You are polite and treat the adults you work with and each other with respect.

We have asked the school to help you reach higher standards in English and mathematics. We have asked your teachers to try even harder to make all lessons as successful as the really good ones we saw. You can help by doing your best to attend every day and by always focusing on learning well in your lessons.

All the best for the future!