



# Eldwick Primary School

## Inspection Report

**Unique Reference Number** 107255  
**Local Authority** Bradford  
**Inspection number** 287763  
**Inspection date** 17 October 2006  
**Reporting inspector** Linda Murphy

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>	Warren Lane
<b>School category</b>	Community		Gilstead, Bingley
<b>Age range of pupils</b>	3-11		West Yorkshire BD16 3LE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01274 568361
<b>Number on roll (school)</b>	457	<b>Fax number</b>	01274 511163
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Cheryl Astley
		<b>Headteacher</b>	Mrs Susan Greenwood
<b>Date of previous school inspection</b>	18 February 2002		

<b>Age group</b> 3-11	<b>Inspection date</b> 17 October 2006	<b>Inspection number</b> 287763
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school serves the villages of Eldwick, Gilstead and surrounding areas. Most pupils are of White British heritage: a few are from minority ethnic backgrounds. Eligibility for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is also low overall, although the number with a statement of special educational need is broadly average. This year the headteacher is seconded to the local authority for half of each week. During this time the school is led and managed by the deputy headteacher as acting headteacher. The school is an Investor in People, and holds the Artsmark Gold and the National Healthy School Standard.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This school is outstanding and has an excellent climate for learning. It promotes pupils' academic standards and personal development extremely well. Parents hold it in exceptionally high regard. They say it is so tremendously successful because it makes education fun for their children. Pupils agree. They cannot wait for each school day to begin and often want lessons to continue well after home time. Indeed, they often do continue through an excellent range of after-school clubs. Pupils' behaviour is exemplary. This is because of the excellent care the school provides and the strong links between school and home. Mutual trust and respect are high and are built upon an agreed code of conduct. Pupils are extremely confident and cooperate very well. They are keen to express their views. Most are very aware of the importance of a healthy lifestyle. They have a superb understanding of how regular exercise and a healthy diet helps their bodies grow strong and helps to focus their minds on learning and enjoying life. Pupils' excellent attitudes and high achievement means they are very well prepared for their future.

From a broadly average level on entry to the Nursery, children zoom ahead on all fronts. This is because in the Foundation Stage the arrangements are very good. This sets them up well for their learning in Years 1 to 6. During these years pupils attain standards which are exceptionally and consistently high: a relative weakness is in writing but even in this aspect, standards are above average. Pupils' achievement is outstanding. This is because teaching and learning are of the highest quality and are built upon an outstanding curriculum which provides pupils with bountiful enjoyment and interest - so much so that many follow up their school work in their own time which adds to their pleasure and further broadens their achievement.

The school is over-cautious in its view of itself. Not enough focus has been given in the past to the precise levels of children's attainment on entry to the Nursery. This has skewed the school's view of just how quickly and how well pupils make progress. It also underestimated the quality and effectiveness of aspects such as teaching and leadership and management and the powerful impact they have on pupils' achievement. Morale amongst staff is high and a 'can do' culture of self-analysis, reflection and very well chosen actions is established. Effective teamwork and high levels of commitment from staff promote the drive for improvement. The school's inspection of 2002 told us that 'Eldwick School is a very good school with many strengths'. The school has not rested on its laurels but has built upon its success exceedingly well: its future is very bright. This is because of the outstanding leadership and management at all levels which are key factors in its current and potential future success.

### What the school should do to improve further

- Within the context of the exceptionally and consistently high standards, improve the quality of pupils' writing in Years 1 to 6, so that it matches the top-notch levels in reading.

## **Achievement and standards**

### **Grade: 1**

By the end of the Reception year many children exceed the national expectations for children of that age. Achievement at this stage is secure and rapid across all aspects of their learning. The children get off to a good start in the Nursery and Reception classes which sets them up well for their future education. In Years 1 to 6 pupils make excellent progress so that, by the time they leave school at the end of Year 6, they reach standards in English, mathematics and science that are consistently and exceptionally high. Different groups of pupils achieve equally.

Across the school pupils become proficient writers. Standards in writing are above those found nationally but even so pupils' attainment in writing is a relative weakness within the school's very strong profile overall. Pupils are very accomplished readers and this reflects the school's recent focus on broadening pupils' reading. The school aims high and sets very challenging targets for all pupils and these are usually met.

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

### **Grade: 1**

Pupils are excited by their learning and take great pleasure in all aspects of their life at school: their attendance is much higher than average. Pupils' spiritual, moral, social and cultural development is excellent. They have an excellent understanding of other lifestyles, built around the school's links with an inner city school in the same local authority. Pupils accept each other's differences and know that racism and bullying are unacceptable. The curriculum strongly supports pupils' spiritual development. For example, in Year 2 pupils were able to transfer the notion of pirates' treasure to intangible, precious treasures such as love for friends and family. Pupils are happy to go to their teachers and other staff with any problems they may have in the secure knowledge that help is always very readily at hand. The achievement of the National Healthy School Standard shows that the school considers pupils' health of paramount importance: pupils are taught how to lead healthy and fulfilling lives. Pupils have a great understanding of how their school community works and have a good say in what happens. For example, a request by pupils to make playtimes more enjoyable resulted in 'trim trails' to nurture pupils' fitness and sense of adventure. Similarly the 'Huff and Puff' scheme does just what it says and helps pupils enjoy energetic games and develop their physical skills. As a result, playtimes are enjoyable and satisfying and pupils return to class more than ready to learn.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The highly skilled and talented teaching is of excellent quality and results in very fast learning for pupils. Staff have a very clear understanding of the individual needs of

the pupils in their care and how best to help them learn new things and apply their learning in new situations. The school is an Investor in People, and makes sure that staff are well trained and supported and that their knowledge of the subjects they teach is as good as it can be. Subject specialists are deployed very well so that, for example, pupils are taught by scientists, musicians and staff with expertise in literacy, which adds verve and dynamism to the learning in those subjects. Staff have very high expectations for all groups of learners and pupils' great eagerness to learn stands them in good stead for the future. Meaningful homework supports and develops learning and provides a strong link between school and home. It encourages pupils to investigate their interests through independent research as well as consolidating basic skills in literacy and numeracy. The learning environment is excellent and promotes pupils' independence. Humour is a natural part of teaching to which pupils readily respond. A parent commented about the Foundation Stage that her child had settled into: 'She is so excited every morning. She struggles to understand why school is not open on weekends - but all good teachers need a rest!'

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is lively and challenging and serves all pupils extremely well because activities are chosen to suit pupils' interests. It is creative and innovative and this adds much interest to pupils' learning and keeps pupils on their toes especially as they apply skills from one subject to another. It is planned fruitfully to guide pupils' independent choice. For example, in Years 1 and 2 the curriculum builds well on the Reception curriculum to nurture pupils' independence. The curriculum enhances pupils' enjoyment in learning and promotes their confidence and enjoyment through a rich variety of activities. Extra-curricular clubs at lunchtime and after school and a residential visit for pupils in Year 6 make a major contribution to pupils' well-being and enjoyment in learning. The accolade of attaining the Artsmark Gold shows how the school uses art, drama, dance and music to broaden the pupils' expertise in the creative arts. In the Foundation Stage the very effective curriculum supports pupils' personal development well and helps pupils to gain independence and begin to 'learn how to learn'.

## **Care, guidance and support**

### **Grade: 1**

Outstanding care provides the pupils with a high level of pastoral and academic guidance and a host of support. As a result, pupils have a very healthy and safe environment in which to learn. All pupils who need extra help, either because they learn at a slightly slower pace than others or because they have extra gifts and talents, benefit greatly from what the school provides. Because the teachers know the pupils' needs very well, they make sure that pupils with individual education plans make the same progress in lessons as others. Staff overcome the slight weaknesses in these plans very well, in that the targets are rather broad and not always easily quantifiable. As a result, parents and pupils do not always know precisely when targets have been met. Record keeping is detailed and used very well. It gets off to a magnificent start

because the headteacher or deputy headteacher meets all new parents with their child to find out how best the school can provide support for each child's learning and personal development. Even though this is a large school it is true, as one parent said, that 'the school is fantastic - it is like one big family!'

## **Leadership and management**

### **Grade: 1**

The outstanding leadership and management sustains the school's strong track record of success while at the same time, through the close work of the headteacher and deputy headteacher, it is forward thinking. The excellent leadership team uses a creative approach to meet challenges and overcome any problems. The school is self-motivated and pursues well chosen initiatives to promote high standards in all it does. Key staff make a very strong contribution to the pupils' achievement. Very good monitoring and evaluation contribute to the high standards pupils achieve and form the basis of many new ideas for improvement. The highly effective governing body contributes exceedingly well to the school's success. Staff successfully encourage parents to be part of the life and learning of the school and welcome parental views as an integral part of the school's development. The excellent partnership with parents is a mark of the school's willingness to share its work with parents and the wider community. As a result of its success in bringing about the exceptionally high standards the pupils attain, the school provides excellent 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	<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>	1
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	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Your parents use words like 'fantastic', 'superb' and 'excellent' to describe your school.

You use words such as 'loads of fun', 'teachers make lessons exciting' and 'so many after school activities we can't fit them all in'.

My job was to visit your school to see what it is like. I have only one word to describe what I found. It is:

'outstanding'.

This is a very important word: it means the school is excellent in almost everything that it does. Even so, because everybody always wants the very best for you we want you to work especially hard to get even better at writing. By doing this, the already good standards that you reach in writing will become as high as the exceptional standards you have in reading.

Thank you for all your help on my visit and making me so welcome at Eldwick Primary School.