

# Atlas Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	107295
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	287785
<b>Inspection dates</b>	18–19 April 2007
<b>Reporting inspector</b>	Christine Harrison

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	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr S Shah
<b>Headteacher</b>	Mr Wahid Zaman
<b>Date of previous school inspection</b>	4 March 2002
<b>School address</b>	Lincoln Close Manningham Bradford West Yorkshire BD8 8DL
<b>Telephone number</b>	01274 495190
<b>Fax number</b>	01274 542824

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This average-sized primary school is situated in Manningham in the north of Bradford. Almost all pupils are of Pakistani or Bangladeshi heritage, with a few pupils from a range of other groups. Almost all pupils speak English as an additional language and eight are at a very early stage in learning English. The proportion of pupils who are eligible for free school meals is over twice the national average. The area from which pupils come has significant social and economic deprivation. The proportions of pupils having learning difficulties and/or disabilities and those with a statement of special educational need are both average. The school is undergoing a planned reduction in numbers until 2008, when it will be entirely a one-form entry school. A new headteacher took up post in January 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement and standards.

The overall effectiveness of the school is inadequate. The school judges its overall effectiveness to be satisfactory but, in doing so, it has not taken sufficient account of the acknowledged underachievement in Key Stage 2.

Pupils' attainment on entry to the school is very low; their levels of language development, both in their heritage language and in English, are particularly weak. Pupils make good progress in the Foundation Stage and then satisfactory progress in Years 1 and 2. However they do not make enough progress in Years 3 to 6 and do not achieve as well as they should at this stage. Standards are therefore exceptionally low when pupils leave the school and do not provide a satisfactory basis for the next stage of their education or their future economic well-being.

The quality of teaching and learning is satisfactory overall. Teaching and the curriculum in Nursery and Reception have recently improved and are now good, because there is a stronger emphasis on developing pupils' basic skills. However, the older pupils in school have experienced several years of staffing difficulties. They have, therefore, a background of underachievement and gaps in their learning. The current satisfactory teaching is not sufficiently challenging and engaging to compensate for earlier weaknesses and so pupils continue to underachieve. The curriculum is satisfactory and meets pupils' needs appropriately. The support provided for pupils who are at an early stage in learning English is particularly effective and these pupils make quick progress.

Pupils' personal development is satisfactory. They say that they enjoy school, particularly lessons where they can be active and creative. They appreciate the recent improvements in behaviour and reduction in incidents of bullying. Pupils know how to keep safe and lead healthy lifestyles. The school council is becoming more effective and pupils appreciate the improvements that it has suggested, notably in recommending changes to school lunches.

The school provides good care, guidance and support for its pupils, including those who are vulnerable. Arrangements for monitoring and supporting pupils' academic progress are satisfactory; there are good systems in place but assessments are not always as accurate as they might be and teachers do not make enough use of targets and assessment information to motivate and encourage pupils. The school has good links with the community. Parents are overwhelmingly supportive of the school and respect and value the work that it does. The work of the home-school liaison officer with pupils' mothers is especially valuable in helping parents to feel comfortable in their dealings with the school.

Pupils were achieving well at the time of the previous inspection. However, standards fell very significantly in 2003 and remained extremely low in 2004. Since that time, there have been two changes of headteacher and a steady improvement in standards. Nevertheless, results in the national tests for Year 6 are worse than they were at the time of the previous inspection so the school has made inadequate progress since then. The recent improvement does, however, indicate that the school is moving forward again and that the leadership and management of the school are now satisfactory. The new headteacher, ably supported by the deputy

headteacher, provides a clear direction for the school and strong emphasis on raising standards. However this new team has not yet been established long enough to have had a significant impact on improving the achievement of the older pupils. Nevertheless, they have already demonstrated that there is satisfactory capacity for further improvement.

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

- Improve pupils' achievement, particularly in Years 3 to 6.
- Ensure that the quality of teaching is consistently good and that pupils are always provided with suitably challenging and engaging work.
- Improve the use of assessment information to plan lessons and to encourage pupils to reach higher standards.

## **Achievement and standards**

### **Grade: 4**

The progress that pupils make varies across the different year groups in school. Pupils arrive at the school with standards that are very low. They make good progress in the Foundation Stage so that children have gained ground by the time they start Year 1. They then make satisfactory progress in Years 1 and 2 and standards are below average, rather than very low, by the end of Year 2. Standards in writing are close to the national average in Year 2, the result of a carefully chosen scheme that meets the needs of pupils who are new to English. However, standards in reading and mathematics remain well below average.

In Years 3 to 6, pupils' progress slows and they do not achieve as well as they should in the national tests in Year 6. Test results have been consistently below the school's targets. The main reasons for the underachievement are staffing problems over the last few years and some weaknesses in teaching which still persist. The most recent test results showed that girls did particularly badly. The school's monitoring records confirm that this is no longer a significant problem, though there are still occasions in lessons when boys are allowed to shout out answers and stop girls having a chance to respond.

Inspection evidence indicates that the steady improvement in standards over the past two years is continuing with the current Year 6, where extra teaching in very small groups is helping pupils who are not doing as well as they should.

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

### **Grade: 3**

Personal development and well-being, including the pupils' spiritual, moral, social and cultural development, are satisfactory. Pupils are positive, happy and well behaved. They enjoy school and feel safe and respected. In turn, they respect their teachers and generally try hard. Behaviour has improved recently in response to new teaching approaches and there have been few exclusions or racial incidents. Pupils' attendance is satisfactory and they are keen to win certificates and cups that the school offers to encourage regular attendance.

Pupils develop a good sense of right and wrong through regular classroom discussions and problem-solving activities. They develop positive feelings of self-awareness and self-worth through their studies of different cultures in religious education and regular faith assemblies. Pupils happily take on responsibilities as classroom monitors, as representatives on the school council and when acting as 'buddies' to younger pupils. However, in lessons they rely too much on guidance from teachers and take limited responsibility for their own learning. Pupils have

a good understanding of healthy lifestyles through the school's work towards the Healthy Schools award and are well supported by the school's catering services, including a valuable breakfast club and a good range of opportunities for physical activities during and after school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory but not consistently good enough to improve pupils' achievement from its current low level. Children make a good start in the Nursery and Reception classes because activities are carefully planned to build on their early experiences across all areas of learning in a bright and stimulating environment. There is a strong focus on children's personal development and early language needs.

Relationships are good throughout the school and behaviour is usually well managed. Teachers' lesson planning is satisfactory and the purpose of the lesson is shared with pupils. This is particularly effective when, as in a Year 5 lesson, the learning objectives are clearly displayed and explained in a way that pupils can easily understand. Pupils speak favourably of the games and quizzes teachers use to make learning fun. Teachers frequently make effective use of interactive whiteboards to inform and motivate pupils, but too many resources, including some worksheets, are not exciting enough and their use is not fully thought out. Teachers sometimes do not make good use of the time in lessons and do not use their knowledge of pupils' ability to challenge them sufficiently.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets pupils' needs satisfactorily and provides appropriate emphasis on developing skills in literacy and numeracy. Pupils in Year 5 speak enthusiastically of the additional opportunity to study French. Swimming lessons, which are important for pupils' safety as well as encouraging healthy exercise, are held separately for boys and girls to allow for cultural sensitivities. Despite several good features, teachers and governors are aware that the curriculum has weaknesses and does not always fully engage and interest pupils. For example, information and communication technology is not used sufficiently to give opportunities for pupils to learn for themselves. The school is working to provide a more stimulating curriculum, developing pupils' skills within exciting topics. It has made a start, for example in the work on 'rats, rubbish and roses' that links environmental issues with the story of the Pied Piper and the Great Plague.

The school provides a satisfactory range of additional opportunities to broaden pupils' experience and pupils say how much they enjoy the various clubs, sporting activities and visits. A residential course in the Yorkshire Dales is a particularly important feature of Year 6 and is carefully managed so that most parents are happy to let their children take part.

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

#### **Grade: 2**

The school provides good care, guidance and support for pupils. The procedures to safeguard pupils' well-being, health and safety are appropriate and effectively managed. There are well-considered policies to ensure good race relations and equality of opportunity. Procedures to track pupils' academic progress are satisfactory but the information is not yet being used

to full effect in supporting pupils' progress. There is particularly good monitoring of more vulnerable pupils, including those with learning difficulties and/or disabilities so that the support is increasingly well matched to their needs. The school plans carefully to provide opportunities for pupils' personal development. For example, good links with local police, health and fire services develop pupils' understanding of various dangers, including those associated with drugs and alcohol.

## **Leadership and management**

### **Grade: 3**

The recently established leadership team knows the major strengths and weaknesses of the school and has good understanding of what needs to be done. Most, though not all, aspects of the school's self-evaluation match inspectors' judgements. The arrangements for monitoring lessons and pupils' written work are satisfactory but not yet as effective as they could be in emphasising the impact on pupils' learning and giving teachers precise guidance on how to improve their lessons. The school improvement plan indicates sensible actions to move the school forward and overcome weaknesses. It provides valuable continuity between the previously established priorities and those of the current headteacher, but it is over-ambitious in terms of the number of initiatives. In addition, the new headteacher has been quick to adjust staff deployment where necessary and to emphasise the responsibility of all staff in raising standards. Evidence suggests that staff are responding well and teamwork is improving. Middle managers are gradually becoming more involved in evaluating their work and in taking responsibility for their own areas. The school now has a core of skilful and enthusiastic governors who understand the school's strengths and weaknesses and have begun to help the school to move forward. As a result of pupils' inadequate achievement, the school provides inadequate value for money.

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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>	<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>	4
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
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	3
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	4

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<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.

## 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 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	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
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?	Yes

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

As you know, my colleagues and I recently visited your school to find out how well you are doing.

Thank you very much for making us so welcome and for making our visit so interesting and enjoyable. In particular, thank you to those of you who talked to us and told us what you thought about your school.

Some things about your school are good. For example, children get off to a good start in the Reception and Nursery classes. Throughout the whole school, you have good relationships with your teachers and behave well. You told us that people are kind to each other and that you enjoy your lessons, particularly those where you can be active, as in physical education, or have fun making things.

However, although many things about the school are getting better, you do not do as well as you should in your work and the SATs results in Year 6 are still too low. Therefore the school has been given a 'notice to improve'. Another inspector will visit the school in six to eight months to check that it is improving quickly enough.

In order to help you do better, we have asked teachers to make the work more interesting and a bit more difficult for you so that you learn faster than you do at present. We have also recommended that teachers tell you more about how well you are doing and what you need to do to improve your work. We hope that you will play your part and try even harder in your lessons. It will definitely be worth the effort if you go on to your next school with higher levels.

I wish you all every success in the future.