



Low Moor CofE Primary School

Inspection Report

Unique Reference Number 107307
Local Authority Bradford
Inspection number 287790
Inspection date 13 November 2006
Reporting inspector Roger Gill

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

Type of school	Primary	School address	Park House Road
School category	Voluntary controlled		Low Moor, Bradford
Age range of pupils	5-11		West Yorkshire BD12 0NN
Gender of pupils	Mixed	Telephone number	01274 600797
Number on roll (school)	363	Fax number	01274 414066
Appropriate authority	The governing body	Chair	Mrs Sue Furniss
		Headteacher	Mrs V Hartley
Date of previous school inspection	15 May 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a larger than average sized school. It serves an area that contains a typical range of family backgrounds. The vast majority of children are from White British families; a few are of minority ethnic heritage of which some are learning English as an additional language. The proportion of pupils who have learning difficulties and/or disabilities is below average. There has been a sizeable turnover in staff in the last two years. An important feature of the school is that a significant minority of pupils leave at the end of Year 4 to attend schools in a nearby local authority, in order to access a secondary school that parents perceive as successful. A deputy headteacher joined the school since the last inspection in 2001. The school has a Healthy School Award (2006).

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Low Moor is a good school with some outstanding features. This is precisely how the school sees itself: a popular place in which pupils achieve well and develop in a first-rate way as young people. Parents are highly in favour of what the school has to offer. They point to the 'efforts and patience' of teaching, and academic success being the result of a 'great school with great learning'. Pupils agree with these sentiments entirely. They applaud the emphasis on health and safety, and the concern that all adults show them. These aspects make them feel confident that any worries they have will be listened and attended to. Pupils revel in the active lessons whose scope extends well beyond literacy, numeracy and science. Learning in subjects such as art, music and physical education produces good results that make pupils proud of their efforts. The school's top quality care, support and guidance for pupils produce learners whose behaviour and attitudes are very positive. The above average attendance demonstrates a keenness for school as does the way in which pupils roll up their sleeves and get involved. Every pupil feels part of the decision-making process because regular surveys elicit their views and the headteacher and governors act upon them where possible.

Academic achievement is at least good from Reception to Year 6 and in some subjects it is outstanding. For example, progress is outstanding in reading and writing up until the end of Year 2 because various weaknesses in children's skills on entry to the school are skilfully diagnosed and developed. Pupils make good progress in Key Stage 2 and achieve well to reach above average standards overall by the end of Year 6, with standards in mathematics being well above average. They achieve these standards despite the loss of a small group of higher attainers who leave at the end of Year 4. The school admits into Key Stage 2 a number of pupils with lower attainment. As a result of good support, these pupils make good progress in a relatively short time.

Good leadership and management are rooted in the headteacher's vision for a well rounded education coupled with her tireless efforts to improve the school. The very strong teamwork between the headteacher, staff, governors and partners in the community has some admirable results in terms of pupils' personal development. Moreover, pupils learn and achieve well because consistently good and some outstanding teaching imparts successfully a varied and engaging curriculum. The school plans well for improvement. However, it does not always make the best possible use of information about pupils' progress at Key Stage 2 to fully promote achievement.

Since the previous inspection, the school has improved learning in information and communication technology (ICT), enlarged the space for teaching for the reception classes and tackled a few weaknesses in teaching for some older pupils that slowed progress. It provides good value for money: pupils achieve well in a good school with outstanding aspects. Good strides have been made since 2001 and there is a good capacity for even more improvement.

What the school should do to improve further

- Improve achievement even further at Key Stage 2.

Achievement and standards

Grade: 2

The broadly average attainment on entry is followed by good progress in Reception. The majority of these children reach, and some exceed, the nationally expected levels by the end of the Foundation Stage. Thereafter, the above average standards at the end of Year 2 and Year 6 are maintained because the school leadership ensures that any temporary lapses, such as in reading and writing, are improved very swiftly. A new set of books for young children to read to their parents and improved methods to get all pupils to write in a more dynamic way have improved progress recently. Achievement in science in Key Stage 2 was slower than that in English and mathematics for the last three years and this meant progress overall at Key Stage 2 was no better than satisfactory during this time. However, improvements in the way pupils learn in science are speeding up the rate of progress in science, particularly for higher attainers. As a result, progress in Key Stage 2 is now good. Different groups of pupils, such as those who find learning difficult and those who arrive during the school year, achieve well.

Personal development and well-being

Grade: 1

Pupils enjoy lessons and delight in contributing to school life: for example, in helping others by being a specially chosen 'buddy' or in expressing their views to make a difference. Pupils are very conscious that eating a balanced diet and taking regular exercise are essential. During the inspection, pupils in Year 2 invited their parents to lunch, demonstrating how successfully they choose food and socialise. Spiritual, moral, social and cultural development is outstanding. Productive links with the church, a global perspective inspired by the curriculum and links with industry result in balanced individuals who are well prepared for their next school. Parents often see a transformation in their children. One wrote, 'My child is shining with confidence.' This is true of the majority of pupils. They are eager, confident learners.

Quality of provision

Teaching and learning

Grade: 2

Good teaching throughout the school is well planned to suit the needs of different groups of children. Literacy and numeracy lessons are often designed for pupils with similar attainment. This helps them to make good progress, partly because the well trained workforce of assistants is used to the best effect in supporting those who find learning difficult. Team teaching, whereby the whole year group works on occasions with two teachers, also has a good influence on learning. Progress in science lessons is improving and is now good because the talented deputy headteacher offers specialist advice and practical demonstrations for teachers. Good assessment of learning in lessons ensures that teachers know exactly where pupils are up to and what they need

to do next. The outstanding lessons seen during the inspection contained an extra dash in terms of expectations, speed of learning and a very precise appreciation of what needs to be learned.

Curriculum and other activities

Grade: 2

The curriculum is a good one with some outstanding features. It has a strong influence on children's academic progress, including in ICT, and an excellent influence on their personal development. There is something for everyone. Pupils love the festivals for basketball and football, opportunities to work together for charity and the chance to learn from artists and authors. Those with particular gifts and talents can excel at events like the advanced club for mathematicians. Extra-curricular activities play a prominent role in the provision, for example, in music. Those who find learning difficult are well provided for with well designed tasks. Pupils' confidence is boosted by the certificates awarded to them by the English Speaking Board. The extra emphasis on hands-on science has not been in place long enough to have a consistently good effect throughout the school.

Care, guidance and support

Grade: 1

Pupils are very well cared for. Child protection arrangements and health and safety procedures are in place and working. Children receive strong support from the moment they start in Reception. As a result, they continue to develop in confidence in a school which one parent describes, echoing the views of many, as 'welcoming and approachable'. Extremely positive relationships ensure that pupils feel very safe and seek help when they need it. The parental involvement worker has developed robust links with some families that enable them to help pupils well with reading at home. Pupils are reminded of their academic targets in every lesson and are active participants in assessing how far they have gone in meeting them.

Leadership and management

Grade: 2

The outstanding qualities of the headteacher, identified at the time of the previous inspection, remain and are a prime reason why the school continues to be successful despite the challenges it faces. Governors, subject leaders and the deputy headteacher have all been developed well in their responsibilities by a powerful lead from the top. Governors are knowledgeable about the school because they are well involved in the good processes of school self-evaluation. The school knows itself well. The improvement plans reflect the school's commitment to an all-round education. However, they do not focus as sharply as they could on how achievement will be improved, to underpin the drive towards becoming outstanding. Superb relationships result in care and personal development being exemplary. As a result of what leadership and management

have achieved, value for money is good and the school is well placed to improve even further.

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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?	2
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 your help when I inspected your school. I thoroughly enjoyed my visit because everyone was so welcoming and friendly. Yours is a good school with some very special features.

Here is what I enjoyed the most.

- I loved the atmosphere in your school. It was calm, but full of exciting opportunities.
- The way that you are cared for is great, so you feel safe and know a lot about keeping healthy.
- I thought the new 'Curiosity Kits' are a fine idea to help children take a greater interest in reading.
- The residential trips, after-school activities and visitors to the school are super additions to your daily lessons.
- You told me that your headteacher leads the school in a way that makes learning and being together fun and I agree.

I know everyone wants to do even better and I have suggested one thing that will help.

- Your headteacher and her staff should look at your work and test results even more closely and then make plans for even better progress in Years 3 to 6.

You can help by continuing to try really hard in all lessons.