



Clayton CofE Primary School

Inspection Report

Unique Reference Number 107308
Local Authority Bradford
Inspection number 287791
Inspection date 16 January 2007
Reporting inspector Peter Howard

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

Type of school	Primary	School address	Bradford Road
School category	Voluntary controlled		Clayton, Bradford
Age range of pupils	3-11		West Yorkshire BD14 6DD
Gender of pupils	Mixed	Telephone number	01274 815862
Number on roll (school)	499	Fax number	01274 884856
Appropriate authority	The governing body	Chair	Mrs Angela Dobson
		Headteacher	Mr M Joyce
Date of previous school inspection	8 October 2001		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This large school is set in a former mill village within the Bradford conurbation. It serves a mixed community, with some areas of higher than average social and economic deprivation. The proportion of pupils eligible for free school meals has been rising, but is still below average. The proportion of pupils from diverse ethnic backgrounds has also increased in recent years and is now above average. However, the number of pupils in the early stages of learning English is small. In recognition of its achievements in music, drama and the visual arts, it was awarded Artsmark Gold in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection confirms the school's own evaluation that this is a good school with some outstanding features. A very positive atmosphere, embodying a celebration of learning, is evident as you enter the school. The staff team works effectively to give pupils many opportunities to develop both academically and as fully rounded individuals. The outstanding curriculum ensures that not only do children attain well in English and mathematics, but also across the whole range of subjects: standards in art and music are very high. Enrichment of the curriculum, including a wide range of out of school activities, involving many pupils, is a real strength. For example, the large school choir, which successfully draws in boys as well as girls, performs to a very high standard. Pupils take advantage of many opportunities to exercise responsibility, including the school council and several 'buddy' schemes, giving support to other pupils. As a result, pupils' personal development and well-being are outstanding. Their obvious enjoyment of being in school is apparent in their good attendance, and their enthusiastic participation in the wide range of exciting activities on offer. Pupils are confident, active learners and their behaviour is excellent.

Children make a good start in Nursery and attainment at the end of Reception is broadly in line with national expectations, although language skills continue to lag behind. Standards in Key Stages 1 and 2 have risen since the last inspection and are above average in both Year 2 and Year 6. Improvements to the teaching of writing, leading to above average attainment in English in Year 6, have been a strong feature of this positive picture. However, the school is addressing a dip in the standards attained in writing in 2006 rigorously. Given their starting points, pupils' achievement is good.

While there is both outstanding and satisfactory teaching in school, teaching overall is good and, as a result, pupils progress well. The school makes good use of teachers' specialist subject knowledge to ensure that pupils are challenged to do their best in all areas of learning. Teachers' well established routines, effective organisation and increasingly collaborative approach result in a well ordered and constructive environment for learning. Strategies intended to involve pupils more in their own learning, including the linking of marking to learning objectives and involving pupils in assessing their own work, have been introduced. They are starting to have an impact on learning, but they are not yet consistently implemented. The school is committed to providing high levels of care to its pupils and, as a result, they feel safe in school.

The quality of leadership and management is good. The recently introduced system of joint headship, which shares the leadership role between the longstanding headteacher and deputy headteacher, is working well. They have a good understanding of the school's needs and a clear vision to take the school forward. The staff team works well together; however, the school does not yet give managers at all levels sufficient involvement in the process of checking on teaching and learning.

What the school should do to improve further

- Improve the systems for recording and analysing teachers' assessments of pupils' work so that the information gained can be used more effectively to accelerate pupils' progress.
- Ensure that strategies to involve pupils more in their own learning are consistently used throughout school.
- Involve middle managers more in checking teaching and learning to raise the quality of teaching so that it consistently reaches the highest standard.

Achievement and standards

Grade: 2

Although pupils start school with a wide range of skills and knowledge, overall attainment on entry is below that expected for their age, with particular weaknesses in aspects of language and mathematical development. Well organised and lively teaching in Nursery and Reception gives children a good start to their school life and goes a long way to ensuring that attainment at the end of Reception is broadly average. However, some weaknesses in literacy skills persist. In Years 1 and 2, strategies dedicated to helping pupils catch up on those skills are successfully implemented. As a result, standards of attainment at the end of Year 2 in reading, writing and mathematics are above average. In Years 3 to 6, there has been a sustained effort to improve teaching and the curriculum in recent years and effective strategies to teach writing and develop pupils' problem solving skills in mathematics have been implemented. At the end of Year 6, pupils are typically reaching above average standards in English, mathematics and science. In the most recent national tests, pupils did not perform as well as expected in writing, particularly on the part of higher attaining boys. This aspect of literacy has been a successful feature of the school's work in recent years and standards of pupils now in school show a marked improvement. In this positive context, pupils are making good progress and their achievement is good.

Personal development and well-being

Grade: 1

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Pupils enjoy school: they appreciate the importance of learning and are developing a mature understanding of the world beyond school and home. This is reflected in the good attendance at a lunchtime club to explore religious issues. Pupils are developing an excellent awareness of other cultures and this is seen in thoughtful work covering a variety of cultures and religions. Pupils appreciate the way that the school values them as individuals and the many opportunities they have to take responsibility. One described with enthusiasm his role as an 'eco warrior' and how it is his job to turn off lights to save energy. Pupils have a very good understanding of how to stay safe and show high levels of care and consideration towards others, for example, in their roles as buddies to younger pupils. Their behaviour is excellent and

they praise the school's response to rare incidences of bullying. Pupils value the school council, which gives them an effective voice in school life. They are learning how to live a healthy life by having a sensible diet and taking exercise. The development of good habits of attendance, punctuality and shared working prepare pupils excellently for the next stage in their learning.

Quality of provision

Teaching and learning

Grade: 2

Relationships throughout school between staff and pupils are very good and pupils respond well to the school's positive approach to managing behaviour. While teaching in the Foundation Stage and Years 1 and 2 is representative of typical good practice in those age groups, teaching in Key Stage 2, particularly for Years 5 and 6, follows a different path. In those classes, good use is made of teachers' subject knowledge to give specialist teaching: work in English and mathematics is set according to ability and, in other subjects, pupils move from room to room to be taught by specialist teachers. An excellent example of specialist history teaching was the project done on a local war graves cemetery. Other examples can be found in the high quality work undertaken in art, music and French. The school is committed to involving pupils more in taking decisions about their own learning. However, strategies to link marking to lesson objectives and to involve pupils more in judging the quality of their own work are in the early stages of development. Teaching assistants make an effective contribution to the learning of all pupils, including those with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 1

The excellent curriculum contributes very effectively to pupils' academic achievement and personal development. It is very well planned to meet pupils' needs and engage their interests. A strong emphasis on English, mathematics and science results in high standards in these subjects. Many enjoyable opportunities are planned for pupils in all areas of the curriculum. French has been introduced successfully and excellent work in music and drama allows the school to mount high quality productions and challenge talented pupils. Pupils' maturity and understanding of healthy lifestyles are enhanced through personal, social, health and citizenship education. Sex and relationships education and teaching about the misuse of drugs help pupils to understand how to keep safe. There is rich additional provision, with a wide range of sporting and cultural activities as well as involvement in civic activities, residential stays, visits to places of interest and regular visits to school from specialists.

Care, guidance and support

Grade: 2

The school cares for its pupils well and pupils have confidence in adults in school. The organisation of information about how well pupils are learning gives the school a good picture of the standards pupils attain. However, these systems do not provide as clear a picture of pupils' progress, and targets are not yet challenging enough to make pupils' progress outstanding rather than good. It is for this reason that the inspection finds this aspect to be good, rather than the school's judgement of outstanding. Pupils say that if they have a problem there is somebody they can go to for help. The learning mentor works very effectively with pupils in need of extra support. Provision for pupils with learning difficulties and/or disabilities is good. Teaching plans for these pupils are well considered and shared with parents. There are good arrangements in place to ensure that pupils move from one phase of their education to the next as smoothly as possible. Very positive feedback from secondary schools indicates that the school's way of working with older pupils provides for excellent transition into Year 7. Child protection, health and safety and risk assessment procedures are in place.

Leadership and management

Grade: 2

The leadership team, both staff and governors, have worked successfully to address the issues raised in the last inspection and secure improvement in many areas. All the school's work is founded on the principle that Every Child Matters. As a result, pupils' development is outstanding, and achievement and standards have been improved. The school is making good progress with its intention to make 'every member of staff a leader', but middle managers are not yet sufficiently involved in checking on teaching and learning. The school's self-evaluation is generally accurate. In the few areas where it is too generous, this results from focusing on the provision it makes rather than its impact on pupils' learning. The school's forward planning accurately identifies the main priorities for improvement. Governors are committed to the school, have a good knowledge of its strengths and areas for development and are becoming increasingly effective at holding the leadership and management of the school to account. The school has made good progress since the last inspection and it has a good capacity for further improvement. It provides good 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	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?	2
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	2
The extent to which learners adopt healthy lifestyles	2
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?	1
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.

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 very much for welcoming me so warmly into your school. I appreciated your politeness and enjoyed your enthusiasm when you spoke about your teachers and the work you do.

What is good about your school:

- the good standards and progress you make in your work
- your excellent behaviour, the way in which so many of you are so kind and helpful and that you so clearly enjoy learning
- how well you respond to the many opportunities you have to contribute to school life, including the school council, being a buddy, helping the environment and participating in clubs, sports and other activities
- the atmosphere in school which shows that it is a special place where you are well cared for
- how hard all the staff in school work, how well they teach you and the many interesting things they plan for you to do so that you can succeed in school.

I think there are some things that would help to make your good school an outstanding school:

- teachers should involve you more in judging the quality of your own work and, when they mark it, they should explain how well you are doing and what you need to do to improve
- make more use of your test results to understand how much progress you are making so that your targets are just right for you
- work even harder to check that all teaching is helping you to learn as much as possible.

You can help your teachers by continuing to behave well, work hard and play a full part in school life.