



# Heaton St Barnabas' CofE Aided Primary School

## Inspection Report

---

**Unique Reference Number** 107321  
**Local Authority** Bradford  
**Inspection number** 287797  
**Inspection dates** 16–17 October 2006  
**Reporting inspector** Terry McDermott

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>	Rossefield Road
<b>School category</b>	Voluntary aided		Heaton, Bradford
<b>Age range of pupils</b>	5–11		West Yorkshire BD9 4DA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01274 545019
<b>Number on roll (school)</b>	405	<b>Fax number</b>	01274 487767
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr A Dennison
		<b>Headteacher</b>	Mrs G Evans
<b>Date of previous school inspection</b>	5 November 2001		

---

<b>Age group</b> 5–11	<b>Inspection dates</b> 16–17 October 2006	<b>Inspection number</b> 287797
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large primary school is situated in Heaton, a district to the north of the city centre of Bradford. It serves an area of some social and economic disadvantage. Well over three quarters of the pupils come from a minority ethnic background, and almost three quarters do not speak English as their first language. The number of pupils eligible for free school meals is average, as is the number of pupils with learning difficulties and/or disabilities. The number of pupils with statements of special educational need is below average. Attendance is below average, and the number of pupils who enter or leave the school at times other than the start or finish of the school year is above average. The school holds the Artsmark Gold Award and the Healthy Schools Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school where pupils enjoy learning and make good progress. They achieve well because teaching is good.

Pupils enter the school with standards that are below average, with a majority of pupils not speaking English as their first language at home. By the time they leave the school at the end of Key Stage 2, pupils reach standards that are broadly average in English, mathematics and science. This represents good achievement over time. Pupils do well in the Foundation Stage because the curriculum is well planned and teaching is good. However, outdoor provision for learning is limited in the Reception class, and this narrows the range of learning experiences provided for the children.

A key strength of the school is in pupils' personal development and well-being. Pupils' spiritual, moral, social and cultural development is outstanding. This is a result of the school's very caring approach, where all pupils are included, where there is racial harmony and celebration of many cultures and faiths, and where each individual pupil really does matter. Though the school is relentless and innovative in striving to raise attendance, too many pupils take extended holidays in term time. This inevitably slows their progress.

The quality of teaching and learning is good. Teachers have high expectations of pupils and give them many opportunities to learn independently. Pupils respond well to this encouragement and settle quickly into the interesting tasks set by teachers. Pupils behave well in lessons, listen carefully to what teachers have to say, and engage in their work with obvious enthusiasm. Teachers' marking of pupils' work is inconsistent. It is carried out regularly and often celebrates what pupils have done well, but only rarely tells them what they should do to get better.

The curriculum is good and a commitment to meet the needs of each pupil is a fundamental feature of the school. Children in the Foundation Stage are provided for well, particularly in language work, to ensure their good overall development. Provision for literacy and numeracy is good throughout the school, supporting learning in other subjects, with reading being a particular strength. This is especially beneficial for those many pupils, a majority in the school, for whom English is not the home language. The work done with pupils with learning difficulties and/or disabilities, and those with special talents, also helps them to make good progress in a range of subjects.

Leadership and management of the school are good. The experienced and passionate headteacher has a clear vision of where the school is moving to. Recent appointments to senior positions have strengthened a team that already works diligently and effectively to ensure that pupils make good progress. Governors are knowledgeable and supportive of the school. Recent improvements to the system which tracks the progress of pupils are well founded and give reliable information. The school has the capability to analyse and evaluate assessment information, but school managers have yet to make full use of this as a tool to raise standards with consistency across all subjects. School development planning does not focus with sufficient clarity on how the school will improve learning across the board.

The school has a very accurate picture of its strengths and weaknesses. An indication of the effectiveness of the school's self-evaluation is that inspectors came to the same overall conclusions. The school gives good value for money and has improved markedly since the last inspection. It has good capacity to improve.

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

- Ensure that teachers' marking of pupils' work consistently tells pupils what they need to do to get better.
- Ensure that the senior management's planning for improving the school clearly links priorities for development to raising achievement and standards.
- Use data from assessments more efficiently to raise standards further across all subjects.
- Ensure that provision for outdoor education in the Reception class enables all pupils to access the full range of learning experiences.

## **Achievement and standards**

### **Grade: 2**

All pupils achieve well and make good progress. On entry to the school, pupils' attainment is below average, especially in language and communication skills. Pupils make good progress in the Reception class, particularly in developing their listening and speaking skills, and in their personal and social development. This good progress continues throughout Years 1 to 6. By the end of Year 6, despite disruptions caused by an increase in the number of pupils who arrive at the school and stay for a relatively short time, standards are broadly average. After a fall in standards in mathematics in 2005, the school implemented successful strategies to improve pupils' learning, and provisional results for 2006 indicate a major improvement. The best achievement is in English where all pupils reach good standards of reading.

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

### **Grade: 2**

Pupils' personal development and well-being are good with some outstanding features. Pupils say that they feel valued, safe and secure. They also say, 'This is a fun school, the teachers are fantastic and they help you if you don't understand.' The provision of spiritual, moral, social and cultural development is outstanding and underpins the very positive ethos in the school. The attitudes to learning and the behaviour of pupils are good and often outstanding, particularly in assemblies. Pupils have a tolerant understanding of world faiths and cultures through religious education, history and music, links within their own community and a wide range of external visits and visitors. They enjoy good access to sport, and helping out in the school's organic garden, and they are developing a greater understanding of healthy lifestyles. Pupils clearly enjoy their lessons and have many opportunities to enhance their personal development. Year 6 pupils undertake the role of prefect, helping and supporting younger pupils. Despite the school's very strong promotion of good attendance and punctuality,

attendance is well below the national average. Too many parents take extended term-time holidays. This practice is very strongly discouraged by the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Teachers have high expectations of pupils, who work hard and make good progress. Adults and pupils get on well with one another, and in most lessons there is a productive working atmosphere. Teachers plan their lessons well and usually provide a variety of tasks well matched to the needs of their pupils, challenging them to do their best. Consequently, whether working independently, with a partner or in a group, pupils work happily and show a real desire to learn. Teaching assistants give very good support to pupils who find learning difficult.

The school uses a thorough system that tracks the progress of individual pupils. Good use is made of this information in teachers' marking of literacy books of Year 6 pupils, where reference is often made to targets for improvement. This is not the case in other subjects and in other year groups.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum meets and exceeds requirements and serves the needs of pupils well, although limited space and resources for outdoor activities restrict the range of experiences for pupils in the Foundation Stage. Links between subjects enhance the everyday curriculum. Attractive wall displays emphasise these links and promote pupils' creativity and literacy. There are many opportunities for pupils to take part in activities outside the school day. These include a good range of sports, and residential visits abroad to supplement the weekly lesson of French or Spanish which all pupils in Years 3 to 6 enjoy. This international dimension broadens pupils' horizons and is further strengthened by links with Uganda and Siberia. Strong partnerships with other schools enrich learning through participation in music competitions, and in collaborative art or design and technology projects. The personal, social and health education and citizenship programme (PSHCE) enables pupils to develop awareness of risks and of the importance of good health. Strong local links add a valuable dimension to pupils' learning and to their personal development.

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

#### **Grade: 2**

The quality of care, support and guidance to pupils at the school is good. All the necessary child protection and health and safety procedures are in line with the latest national guidelines. There are very effective and relevant levels of support and welfare provided for a number of vulnerable pupils in addition to those with English as an additional language or with learning difficulties and/or disabilities. Although pupils

are aware of and understand short-term targets for their academic development, they are not yet consistently aware of what they need to do to improve over time. Lessons in PSHCE provide high quality pastoral and emotional support to pupils in addition to advice on their personal safety and well-being.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The headteacher is a strong and determined leader with the drive to move the school forward. The new but effective management team provides good support to her clear vision. Leaders closely monitor pupils' performance and quickly take effective action to address weaknesses. The school development plan identifies the right areas for improvement, although these are not linked clearly enough to raising achievement and standards.

The cultural mix of the school's pupil population provides extra challenges, but the school has worked very hard both with pupils and with their parents to ensure a consistency of racial harmony built around the principles of respect, tolerance and understanding. Equality of opportunity for all is clearly evident throughout everything the school does.

The school has successfully tackled the areas for improvement identified at the last inspection. Governors are actively involved in the life of the school. They are challenging in their approach and they have a clear awareness of the school's key strengths and weaknesses. The school is well placed to move forward.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### 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>	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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
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	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	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<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.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 we inspected your school. We thoroughly enjoyed our visit, because you were all so polite and friendly. I would like to share with you what we thought.

We think that Heaton St Barnabas' is a good school, and here are some of the things that we liked:

- the way that you seem to enjoy being in school and learning - you told us yourselves that teachers make the school a 'fun' place to be, and we were really impressed with the smiling faces we saw everywhere we looked
- the way that all the adults in school care for you and help you to develop
- the range of different learning opportunities that school provides for you.

We know that everyone wants to do really well, and so we have suggested some things that will help your school to be even better.

- When teachers mark your work they should tell you much more often in writing what you need to do to improve.
- Your headteacher and teachers should use the information from your tests to make better plans for any improvements that are needed, both in lessons and throughout the school.
- Try to make the outdoor area in Reception class a more attractive place for learning.

Thank you once more for being so nice to us. Keep smiling, keep working hard, and good luck for the future.