

Baildon CofE Primary School

Inspection report

Unique Reference Number	107337
Local Authority	Bradford
Inspection number	287804
Inspection dates	15–16 March 2007
Reporting inspector	Les Schubeler

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	348
Appropriate authority	The governing body
Chair	Mrs Shirley Craven
Headteacher	Mr M Curtin
Date of previous school inspection	5 February 2001
School address	Coverdale Way Baildon Shipley West Yorkshire BD17 6TE
Telephone number	01274 598540
Fax number	01274 530018

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school serving an area of mainly owner-occupied housing. The attainment of children on entry to the school is above average. The proportion of pupils with learning difficulties and/or disabilities is below average. The percentage of pupils known to be eligible for free school meals is well below the national average. The majority of pupils are of White British heritage. The school has received the Active Mark. In November 2006, as the result of a serious arson attack, the school lost approximately 50% of its buildings while smoke caused extensive damage in other parts.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory and improving school with some good features. Pupils make good progress in developing their personal and social skills. They are well behaved, welcoming to visitors and have positive attitudes towards learning. They enjoy school, as can be seen from their high levels of punctuality and above average attendance rates. They say they feel safe in the knowledge that the rare cases of bullying are dealt with effectively. The quality of education currently offered in the Foundation Stage is unsatisfactory. This is because teaching here is inadequate: it is not strong enough to enable pupils to make the progress they should. Pupils' achievement overall in the school is satisfactory and at the end of Year 6 standards of work are above average. Pupils now make good progress in Years 1 and 2. In 2006, standards at the end of Year 2 were well above average, a significant improvement on the two previous years. The good progress in Key Stage 1 has not yet worked its way through the school, but school records show that challenging targets are being set and pupils' progress is now being accelerated. Although there is some good and outstanding practice, the quality of teaching is satisfactory overall across Key Stages 1 and 2. Successful lessons make high demands of pupils and bring learning to life. At times, however, the pace of lessons is undemanding and pupils have too few opportunities to work independently, which slows learning. The school offers a satisfactory curriculum that is enhanced by a good range of enrichment and out-of-school activities, which help to promote pupils' personal development and learning well. The provision of modern foreign languages also helps to broaden pupils' learning experiences. Pupils are cared for well. Health and safety systems are good. Support for pupils with learning difficulties and/or disabilities is well organised and effective. The school works closely with parents, most of whom express confidence in the school. Many parents have expressed admiration for the resilience and dedication shown by staff after the recent fire. Leadership and management are satisfactory. Determined leadership lends a clear vision for the future of the school. The headteacher has his sights firmly fixed on raising standards further. Effective evaluation of most aspects of the school's performance has led to improvements in English results in the 2006 national tests. However, the school's evaluation of the quality of provision in the Foundation Stage was over-optimistic. Effective systems of tracking the progress of pupils have enabled teachers to focus more closely on the achievement of individual pupils. As a result, many pupils are now beginning to understand more clearly how to improve the standard of their work, especially in English. Not enough has been done to enable the school's middle managers to play a full part in the monitoring of their areas of responsibility, which has slowed improvements. The momentum of the changes introduced by the school's leaders has undoubtedly been adversely affected by the unfortunate arson attack on the school last autumn. To the credit of all who work in the school, the impact of that incident has been minimised by the strong commitment and hard work of the whole school community.

What the school should do to improve further

- Improve provision in the Foundation Stage.
- Ensure that middle managers are enabled to play a more active role in monitoring their areas of responsibility.
- Raise the quality of teaching and learning to good or better in all areas of the school.

Achievement and standards

Grade: 3

Standards are above average and achievement is satisfactory. Most children enter Reception with skills above those expected for their age. In the past they have made satisfactory progress and entered Year 1 with standards above expectations. However, they do not currently make the progress that they should because teaching is too prescriptive and not enough is done to provide a stimulating environment. In Key Stage 1, pupils make good progress. A school focus on improving writing skills led to much improved standards in 2006 at the end of Year 2.

Standards and achievement at the end of Key Stage 2 have also improved in the last two years in English. The school has actively concentrated on improving writing for all pupils through a range of methods, which include extra classes and well deployed learning support assistants. This gives a good basis for pupils' further achievement.

Personal development and well-being

Grade: 2

Pupils have a good sense of right and wrong. They relate well to one another and to adults. Assemblies on themes such as fair trade play their part in helping to ensure that pupils' spiritual, moral, social and cultural development is good. Pupils enjoy developing new skills and taking part in all that the school provides. The school council makes a successful contribution to the school's work by, for example, introducing a fruit scheme and improving play equipment. The school is working towards the Healthy School Award and children respond well to the encouragement to drink water and eat fruit at break times. They understand the importance of having a healthy lifestyle by taking advantage of the many opportunities that the school provides for improving physical fitness. Pupils organise a tuck shop and a fruit selling business, which helps them develop good skills to equip them later for the world of work. They also make a good contribution to the wider community, taking part in charity events and supporting the Baildon music festival.

Quality of provision

Teaching and learning

Grade: 3

In the Foundation Stage, the quality of teaching is inadequate. Activities are not organised carefully enough to help children achieve as well as they should. Elsewhere in the school, secure relationships, good levels of care and effective management of pupils successfully underpin the satisfactory teaching and learning. Where teaching is good or better, pupils find lessons interesting, challenging and sometimes fun. Teaching assistants contribute well to the quality of pupils' learning. However, the quality of lessons is varied. Teachers do not always review with pupils at the end of lessons how much they have learnt so that they can build carefully on what they have achieved. Teachers in Key Stages 1 and 2 make good use of the information collected on pupil progress. Data is carefully analysed to help identify and overcome weaknesses. Teachers mark work regularly and celebrate pupils' successes, but enough guidance is not always given on how the work could be improved.

Curriculum and other activities

Grade: 3

Curricular provision for all pupils is satisfactory and for those identified as being gifted and talented it is good, challenging them and offering a variety of rich and varied opportunities. The children use their literacy skills to good effect in other areas of the curriculum. A beautiful display on the Chinese New Year in a Year 4 class demonstrated this well. Newspapers produced by children after the fire are a clear example of the school using its unfortunate incident to good effect in the classroom. Planning in the Foundation Stage follows the national guidance but the curriculum and teaching have significant weaknesses that impair the progress of the children. Pupils know about other cultures and beliefs through lessons, visits and visitors and this helps them prepare for life in a multicultural society. Partnerships with the local secondary school and collaboration with other agencies add value to the pupils' learning experiences and to their personal development.

Care, guidance and support

Grade: 2

The school takes good care of its pupils and all adults have concern for their welfare. Procedures for keeping pupils safe from harm are embedded in the school's work. Risk assessments are conscientiously carried out. Arrangements for ensuring that all new staff are appropriately vetted are in place. Staff do all they can to ensure a smooth transition when pupils move to and from the school. Procedures for monitoring pupils' academic achievement are satisfactory and developing well. Pupils have a good understanding of their targets in literacy to help them learn. However, the use of targets in other subjects to help them take the next steps in their learning is not so far advanced. Consequently, pupils do not fully appreciate what they need to do in order to improve their standards overall.

Leadership and management

Grade: 3

Under the school's resolute leadership over the last two years, the drive for improvement is meeting with success. Much has been done to help the school examine and monitor its performance. This work has focused particularly on raising standards and the school is now setting challenging targets to ensure that recent improvements are sustained. A programme of lesson observations has contributed to an improving picture in the quality of teaching and learning. However, there is still more to be done. The school's leaders have taken some effective steps to promote the professional development of the middle managers, who show a strong determination to strive for more improvement. The effectiveness of the core subject leaders, however, is limited because they are not all given a big enough role in monitoring the quality of teaching in the subjects for which they are responsible. Good practice is, therefore, not disseminated as well as it could be. The quality of provision in the Foundation Stage has not recently been monitored effectively and, as a consequence, standards there have fallen. Most parents place a high value on the work of the school. A small number feel that their views are not always taken into account in spite of the increased levels of communication between school and home. Governors are informed and supportive but they do not yet play a full part in holding the school to account. The commitment of all staff, added to the recent improvements, indicates a satisfactory capacity to improve further. The school provides satisfactory value for money.

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Annex A

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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	4
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	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for the warm welcome you gave to the three inspectors who visited your school recently. We would like to thank you for being so courteous and friendly. We enjoyed talking to you and finding out your views about the school. We spent a lot of time finding out how well you learn, looking at your work and talking to your headteacher and school staff. We decided that Baildon is a satisfactory and improving school.

We think your teachers and teaching assistants care for you and look after you well, keeping you safe and healthy. We know, too, that you are proud of your school and that you have worked hard to make sure the school is still an attractive environment after the fire which damaged so much of the premises last term.

It was very pleasing to see that you get on well with one another and all the adults who work with you. We think that you are working hard and are beginning to make faster progress than before. Your teachers have introduced ways of checking your progress that help you to know better how to improve. We think that if you concentrate on trying to reach the targets that your teachers set for you and listen carefully to the advice they give you on how to make progress, then the standard of your work will get better.

To help your school to improve further, we have asked your headteacher and the other staff to:-

- make sure that the work you are given in all lessons really stretches you and that you are given more opportunities to work on your own
- make sure that close checks are kept on all parts of the school's work to make certain everything is going well
- make improvements in teaching and learning for the children in the Foundation Stage.

We are sure that you will carry on enjoying school and continue to build on the improvements that you are making now. Most of all, we hope that you will continue to work hard and help all the staff to make Baildon an even better school in the future.