

Stocks Lane Primary School

Inspection report

Unique Reference Number	107237
Local Authority	Bradford
Inspection number	309350
Inspection dates	12–13 December 2007
Reporting inspector	Don Mason

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	103
Appropriate authority	The governing body
Chair	Mr B Markey
Headteacher	Mr Martin Gregory
Date of previous school inspection	9 June 2003
School address	Stocks Lane Clayton Heights Queensbury Bradford West Yorkshire BD13 2RH
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Age group	4-11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Most pupils in this smaller than average primary school are from White British families. The school serves a socially mixed area. The proportion of pupils with learning difficulties and/or disabilities is below average but varies considerably from year to year. Significant staffing changes since the last inspection include a new headteacher appointed in September 2006.

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. The pupils enjoy their school lives: their good personal development and well-being is reflected in their good attendance and their friendly, self-confident response to others.

Pupils' achievement is satisfactory throughout school so that standards are average by the end of Year 6. In recent years there has been some underachievement in Key Stage 2, especially in English, which has had a negative impact on standards but this is now remedied. A strong drive to improve pupils' achievement and personal development has led to the introduction of thorough systems to check more regularly how well pupils are doing. The headteacher has regular meetings with class teachers to discuss pupils' progress and to arrange additional support for any pupil at risk of falling behind. Parents are very supportive of the school and of the changes which are being made, making such comments as, 'I am optimistic about the future development of the school'.

The quality of teaching is satisfactory overall. The proportion of good teaching is increasing as measures taken to improve the teaching and learning of reading, writing and mathematics begin to impact positively on the progress made by pupils. Pupils with specific learning difficulties and/or disabilities make good progress because of the very effective support they receive from teaching assistants in the classroom and in small groups. The curriculum is satisfactory and a review is underway to see how it can be improved to further develop pupils' learning and personal development. The school's first priority has been to focus on the needs of middle-ability and lower-ability pupils. Not enough has yet been done to ensure that teaching and the curriculum meet the needs of the more able pupils in order that they make the progress they are capable of.

Pupils feel safe and secure because of the good care provided by adults who know their pupils very well. Academic guidance is at an early stage of development. It is best in writing, where the use of targets is beginning to help pupils improve their work. It is less successful in mathematics and science. Pupils make a satisfactory contribution to the community through fundraising and taking on duties in school and in the garden project. Class councils have recently been introduced in which pupils discuss aspects of school life and representatives discuss their thoughts with the headteacher.

School self evaluation is effective. Senior leaders have a clear understanding of the school's strengths and what needs to be done to bring about improvement. The adults in school have responded well to new challenges. They appreciate the support and advice they have received and staff morale is good. The positive atmosphere in school and the rate of improvement in pupils' achievement provide evidence of the school's effective and improving capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 3

Children's attainment on entry is broadly typical for their ages. As a result of good induction procedures, which are much appreciated by parents, children quickly settle in and make satisfactory progress in their learning, particularly in their social and personal development. By the time they enter Year 1 almost all pupils are working at the expected levels for their ages. The activities led by the adults are effectively planned and taught, with the result that they

are thoroughly enjoyed by the pupils. Although children have some opportunities to play and work outside, the provision for outside activities is inadequate. As a result, the children's physical development is limited. Plans are in hand to create an outside area which will meet children's needs and allow free movement between the indoor and outdoor classrooms. Systems for checking children's progress are sound and staff use the information effectively to provide adult-led activities and support which meet the learning needs of individuals. The new Foundation Stage leader provides a bright, exciting environment for children and has established close links with parents.

What the school should do to improve further

- Improve the provision for higher-attaining pupils to ensure that they make as much progress as possible.
- Improve the information given to pupils about their achievements, particularly in mathematics and science and what they need to do to improve further.
- Improve the quality of outdoor learning opportunities in the Foundation Stage to enhance children's physical development.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils make satisfactory progress throughout Key Stages 1 and 2, with the result that standards at the end of Year 6 are average in English, mathematics and science. The rate of progress made by pupils in reading, writing and mathematics is accelerating because of the priority the school has given to improving the teaching of these subjects and checking pupils' progress. As a result, most pupils now make at least expected progress and a growing number exceed this as the improved measures become more embedded. Pupils who may need extra help with their learning are identified early and provided with extra support to ensure that they make sound progress. Parents comment, for example, 'Since my child joined the school I have seen a vast improvement in my child's reading and writing.' The school accepts, however, that not enough is done to challenge the more able pupils and so they do not always make the progress they are capable of.

Personal development and well-being

Grade: 2

Spiritual, moral, social and cultural development is good overall and pupils speak with pride about their motto, 'CARE, Consider And Respect Everyone.' Strengths are in pupils' personal development. Pupils' understanding of the cultural diversity of the society in which they live is not so well developed. Pupils' behaviour is good. They say it has improved considerably since new systems have been introduced to help them take responsibility for their actions. Lessons in several subjects, including physical education, promote pupils' good understanding of how to lead healthy lifestyles. Pupils enjoy their healthy snacks of fruit and vegetables purchased from the school fruit bar. Pupils' good levels of self-confidence and self-esteem are enhanced by positive encouragement from their teachers and the fact that they feel their views are listened to. This self-confidence and the satisfactory progress that pupils make in literacy,

numeracy and information and communication technology (ICT) provide them with satisfactory preparation for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

The satisfactory teaching is improving because checks on pupils' progress are more frequent and the information is used with increasing effectiveness, to ensure that work set for pupils matches their needs. As a result, pupils make at least expected progress and the rate of improvement is accelerating. However, the more able pupils do not make as much progress as they should because they do not always have enough time to work on activities which challenge them sufficiently. Standards in writing are improving because teachers are preparing and supporting pupils more effectively so that they tackle their writing tasks with confidence and growing enthusiasm. Interactive technology is well used to engage pupils' interest. In the Year 1 and 2 class, pupils watched a short, humorous film in which geometrical shapes transformed into moving animals. The children were delighted to write about what they had seen. A focus on problem solving in mathematics and giving pupils opportunities to explain their thinking is leading to greater progress in this subject.

Curriculum and other activities

Grade: 3

The curriculum enables pupils to make satisfactory and improving progress in literacy, numeracy and ICT. Pupils with learning difficulties and/or disabilities often make good progress because of the good support they receive from teaching assistants which helps them to access all areas of the curriculum. There is no specific provision for the more able pupils to provide them with extra challenge, although the small numbers of pupils with special gifts or talents attend curricular events such as the science day at the local secondary school. The school has made a good start in its plans to improve the curriculum by enhancing provision in physical education and the performing arts. Pupils benefit from the services of a specialist music teacher and are making good use of the new staging in the latest musical production. Pupils' good understanding of healthy and safe lifestyles is promoted in a number of subjects and through special events such as the 'Life Caravan.' Curricular enrichment is satisfactory.

Care, guidance and support

Grade: 3

Good links with parents, carers and support agencies ensure that pupils' needs are well understood and provided for. The improved arrangements for checking pupils' progress ensure that any individual who is struggling with work is quickly identified and provided with appropriate support. Attendance is good and this is an improvement since the last inspection. Parents have responded positively to the school's efforts to reduce the amount of term-time absence resulting from family holidays. Policies to ensure pupils' safety are securely in place and all staff have recently received updated training on child protection.

Most pupils have group or class targets in English and mathematics and are encouraged to keep these in mind when they are working. In the Year 5 and 6 class pupils are given opportunities to evaluate their own and others' writing against the success criteria for the activity. However, procedures to provide pupils, particularly the more able, with guidance

tailored to their individual learning needs and to help them develop self-evaluation skills are at an early stage of development and not consistently applied in every class.

Leadership and management

Grade: 3

This inclusive school is calm, orderly and welcoming because of effective day-to-day management. The headteacher has implemented an effective range of procedures to monitor the school's performance. Staff are responding positively to strong leadership and work well together to bring about improvements. The role of the deputy headteacher and individual subject leaders is developing as they take advantage of the extra time and training they have been given to fulfil their roles. Because of the rigorous checking of progress, the school has achieved its aim of ensuring that most pupils make at least expected progress. It recognises that in order to ensure that all pupils, especially the more able, make as much progress as possible, staff must set more challenging targets for improvement. The headteacher is open to new ideas and is quick to seek advice and support from Education Bradford and other agencies in the school's efforts to enhance pupils' learning and well-being. Governors are strongly supportive of the school. They value the flow of information, including assessment data, they receive from the headteacher because it helps them to become more effective in assisting the school in its efforts to move forward.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
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	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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	3

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?	3

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
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**

I really enjoyed my visit to your school. Thank you for being so helpful and friendly. I particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. I found that your school provides you with a satisfactory and improving education.

Things I found out about your school

- You make satisfactory progress in your work and standards at the end of Year 6 are average.
- Your attendance is good. You behave well in school. Generally you enjoy your lessons and get on very well with your teachers.
- You are making better progress because your teachers are making changes to the way they teach you, especially in reading, writing and mathematics.
- You appreciate the new opportunities available in sport and the performing arts and know about the plans the headteacher has for further developments.
- The headteacher, other staff and the governors are working hard together as a team and making changes that are bringing about improvements.

What I have asked your school to do now

- Look at the changes they are making to ensure that those of you who find learning a bit easier than most make as much progress as possible.
- Tell you more about how you can do better in your work, especially in mathematics and science, building on the good advice you often receive about your writing.
- Provide the children in the Reception class with a better outdoor area so that they have a classroom indoors and a classroom outdoors.

You can help your teachers by continuing to work hard and behave well. Keep up the good attendance!