

Wilsden Primary School

Inspection report

Unique Reference Number	107258
Local Authority	Bradford
Inspection number	309356
Inspection date	17 March 2008
Reporting inspector	Kath Halifax

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	5–11
Gender of pupils	Mixed
Number on roll	
School	412
Appropriate authority	The governing body
Chair	Mr David Gallimore
Headteacher	Mr Bob Quartermain
Date of previous school inspection	24 May 2004
School address	Tweedy Street Wilsden Bradford West Yorkshire BD15 0AE
Telephone number	01535 272263
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following areas: achievement and standards, teaching and learning, personal development and well-being, care, guidance and support, and how well the school leadership promotes high standards. Evidence was gathered from the observation of lessons, assessment data, the pupils' work, and discussion with them, the staff and representatives of the governing body. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own judgements, as given in its self-evaluation form, were not justified. These have been included where appropriate within the report.

Description of the school

This large primary school serves a semi-rural area in which socio-economic circumstances range from above to below average. The below average percentage of pupils entitled to a free school meal does not fully reflect the level of socio-economic disadvantage in the area. Almost 90% of pupils are White British. The number of pupils from several minority ethnic backgrounds is growing. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has achieved the Healthy Schools Award, the Drugs Chartermark, ICT Mark and Activemark.

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 with outstanding characteristics that provides good value for money. The outstanding care, support and guidance it provides is reflected in the excellent personal development and well-being of all pupils including those who have been permanently excluded from other schools and those with chronic medical conditions.

It is because of good leadership and management at all levels, and strong teamwork, that high standards have been maintained since the last inspection. Standards are well above average and achievement is good. From a mostly above average starting point in Year 1, pupils make good progress across the school. In the school's 2007 national test results, standards in Year 2 were well above average in reading and writing, and above average in mathematics. Standards by Year 6 were well above average in English, mathematics and science. Pupils from minority ethnic backgrounds perform as well as other pupils. Higher attaining girls and pupils with learning difficulties and/or disabilities in Year 6 did not do as well as expected in mathematics. This is because they had difficulties in solving complex problems and checking and self-correcting their work. As a result of the school's focus on the subject, inspection findings show the achievement of these pupils is now similar to that of their peers. However, these findings also show that pupils working at average levels of attainment are not doing as well in mental mathematics as in other aspects of the subject. Good improvement has been made since the last inspection in boys' writing, and in the handwriting and presentation of work for all pupils.

Pupils make good progress because of good teaching and a good curriculum. Teachers have a good understanding of, and enthusiasm for, the subjects they teach. Lessons are mostly lively with a range of interesting activities to make learning fun and encourage pupils to think and reason. Detailed planning by teachers and support assistants working together ensures pupils working in small groups or individually make the same progress as others. Leaders know exactly where teaching and learning are outstanding and which members of staff occasionally need support.

The curriculum is good overall and outstanding in its provision for out-of-school activities. Exceptional partnerships with other schools, colleges and universities are contributing considerably to achievement in information and communication technology, sport, the performing arts, and to pupils' personal development. Pupils in Year 4, for example, are bursting with enthusiasm and gaining a very good understanding of new technology through using hand held computers to support learning in most subjects. Pupils used their knowledge of technology alongside their musical talents when they joined a brass band and local pre-school group to produce their CD, Rudolph's Christmas Hits. The grouping of Key Stage 2 pupils for mathematics and English on the basis of their previous attainment contributes significantly to standards.

Pupils respond tremendously well to the outstanding provision for their spiritual, moral, social and cultural development. Parents comment how the 'well-rounded education' gives their child a 'positive outlook on life' and prepares them well for life out of school. Pupils are of the same opinion. They are especially proud of their contributions to the school and wider community. Activities such as planting bulbs, litter picking, designing the village badge and making suggestions to the parish council for inclusion in the village plan give pupils a very good understanding of citizenship. Their first-rate attitude to school is evident in their enjoyment in lessons, above average attendance and the respect for others. Pupils' behaviour is exemplary despite the overcrowded classrooms, dining hall and playground.

Adults provide outstanding care, support and guidance. Careful attention is paid to health and safety, child protection, safeguarding all pupils and preventing bullying. Work towards the Healthy School Award and the Injury Minimisation Project gives pupils a very good understanding of keeping safe and healthy. Families especially appreciate the efforts of the parental support worker. Teachers make sure pupils understand how well they are doing when marking their work. They set demanding targets for pupils' results in the national tests.

The senior management team is led very effectively by the headteacher. The inclusion of two assistant headteachers has added considerable skills to the management team. Leading by example, senior staff ensure that the school is continuously improving and has the capacity to build on its success. Leaders know what the school does well and what needs to be done. Alongside the governors, their vow to continue to raise standards is evident in pupils' achievements and the challenging 2007 targets for English and mathematics being exceeded, with over half of the pupils attaining high levels.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good. This differs to the school's judgement of outstanding. While the unit is very effective in preparing children for their future education, higher attainers do not achieve as well in writing and calculation as would be expected. Nevertheless, children of all capabilities thoroughly enjoy their Foundation Stage experience. Children join the school with variable skills. Their attainment is broadly typical in their knowledge and understanding of the world, although stronger in language and mathematics for many children. By the end of the Reception year nearly all children are working above the expected levels for their age, reflecting good achievement. As they arrive at their classroom, their eyes light up with pleasure at the myriad of activities awaiting them. Good teaching and an exciting curriculum contribute to their good rate of progress. The very effective, enthusiastic leadership is infectious and results in a very effective team of teachers and support staff. Their work with parents and pre-school nursery groups enables children to feel secure and grow in confidence from the minute they join the school.

What the school should do to improve further

- Raise achievement in mental mathematics for pupils working at average levels of attainment.
- Raise the achievement of higher attaining children in the Reception class in writing and calculation.

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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?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

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.

Annex A

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 leaders and managers use challenging targets to raise standards	1
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	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

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

First, may I say how much I enjoyed my short time at your school and thank you for helping me with my work. From talking to you and looking through the photograph album, I can see the enormous enjoyment you have with your theatre group productions, your residential experiences, sport and with your link school. You attend a good school. These areas are especially pleasing.

- Your headteacher, senior managers, and teachers do a good job to make sure you continue to achieve very good results in the national tests.
- You make good progress because of good teaching and an imaginative curriculum.
- You are polite, courteous and very well behaved even though you have very little playground space.
- You enjoy an impressive range of clubs and out-of-school activities; I particularly enjoyed hearing the cellists and saxophonists play.
- You take part in some very exciting projects, especially the work Year 4 are doing with hand held computers.
- Adults provide excellent care and give you good advice.
- You make a considerable contribution to the village by planting bulbs, litter picking and making suggestions for the village plan.

There are a couple of areas that I feel could be better. Standards in mathematics are well above average, but some of you could do better in mental mathematics. Children in the Foundation Stage make good progress, but those who learn more quickly could achieve more in writing and calculation. I am sure you will continue to do all you can to help your teachers. I wish you well for the future.