

# Shibden Head Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107290
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309367
<b>Inspection dates</b>	31 October –1 November 2007
<b>Reporting inspector</b>	Andrew Clark

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	385
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julia Holden
<b>Headteacher</b>	Mrs Carole Holdsworth
<b>Date of previous school inspection</b>	31 March 2003
<b>School address</b>	Hainsworth Moor Grove Queensbury Bradford West Yorkshire BD13 2ND
<b>Telephone number</b>	01274 882458
<b>Fax number</b>	01274 817136

---

<b>Age group</b>	4-11
<b>Inspection dates</b>	31 October –1 November 2007
<b>Inspection number</b>	309367

---

© Crown copyright 2007

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 is a larger than average school. Its population has grown by over a third since the last inspection, when it was a new school. The percentage of pupils eligible for a free school meal is below average. Almost all pupils are White British. An average proportion of pupils have learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Shibden Head Primary is an outstanding school. Pupils achieve very well because of the high quality of teaching, the rich curriculum and the outstanding leadership.

Personal development is excellent and leads to pupils' outstanding behaviour and high motivation. Pupils really enjoy learning, take pride in their work and are responsible and considerate young people. They take their responsibilities on the school council seriously and this influences several aspects of school life very well. Pupils are very committed to keeping fit and healthy. These qualities are the result of the outstanding care, guidance and support. The school provides strong pastoral care and has appropriate procedures to keep pupils safe. A key strength is the excellent tracking of pupils' personal and academic achievement and the strong guidance they receive through marking and other steps to involve them in their learning.

Children mostly start school with standards typical for their age. By Year 6, standards in English are above the national average and in mathematics and science they are significantly above average. This represents excellent achievement for the majority. However, a small proportion of the most able pupils are not yet reaching their full potential, especially in English. This is because, very occasionally, they are not given enough opportunity to apply the skills and knowledge they are developing. Pupils with extra learning needs make very good progress because of the additional help they receive. Work in several subjects, particularly art and design, is often of a very high standard.

The quality of teaching and learning is outstanding. Lessons are exciting, fast paced and work is, on the whole, closely matched to pupils' needs. Lessons are calm and stimulating which help pupils concentrate on their tasks. Teachers involve pupils really well in their learning and set high expectations. The outstanding curriculum is very well structured to promote high standards of basic skills through many subjects in ways which are relevant and exciting. The school provides a very wide range of high quality before and after-school provision which makes an excellent contribution to pupils' personal development.

The headteacher and deputy headteacher have led the school exceptionally well through a period of change and expansion building upon the school's many strengths. A very strong leadership team monitors and analyses all aspects of the school's work closely so that agreed aims and values are carried through at every level. The school's self-evaluation drives the school forward, although some of the judgements made are overly cautious. Governance is good and provides a careful balance of support and challenge. Throughout the school there is a sense of teamwork and commitment. Parents value the school highly and it provides outstanding value for money.

## Effectiveness of the Foundation Stage

### Grade: 1

The Foundation Stage is very well led and managed. Very good curricular planning leads to outstanding teaching. As a result, early reading, writing and numeracy are very well taught and children's progress is systematic and rapid. By the time children leave the Foundation Stage, standards in all areas are high. This means that children achieve very well and are very well prepared for Year 1. The links between all areas of learning and the very good use of the outdoors make work exciting and relevant. Activities are marked by practical experiences which are challenging to all children. Resources are often rich, colourful and pleasant to handle.

Excellent relationships with parents stem from well planned induction activities, including home visits. Challenging targets for children to achieve are shared with parents who are well prepared to support them at home. There is a very calm, but busy atmosphere throughout the day so children feel confident and safe leading to excellent personal development.

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

- Ensure the most able pupils consistently reach their potential.

## **Achievement and standards**

### **Grade: 1**

Pupils in Year 1 and 2 make rapid progress in reading, writing, mathematics and science. As a result, standards are consistently significantly above national and local averages at the end of Year 2. Progress through Years 3 to 6 is also very good. A dip in standards in 2005 was quickly addressed through very focused support and staff training. Since then, there has been a rising trend in achievement in English, mathematics and science by Year 6. Even so, the percentage of pupils achieving the highest levels in English by Year 6 in 2007 was not as high. The pupils' work ethic is very strong and they produce work in all subjects quickly, accurately and very neatly. Written work is often long, interesting and well constructed.

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

### **Grade: 1**

Pupils behave very well and are polite and courteous. They work diligently and eagerly with very little fuss and, consequently, enjoy opportunities for independent work. They have well developed skills for working with partners or in groups and this benefits their learning tremendously. Their good attendance and punctuality reflects their enjoyment in all that they do. They have a thorough understanding of the requirements of a healthy and balanced diet, and school meals and pupils' packed lunches support this well. Pupils benefit from very challenging and frequent lessons in physical education. Spiritual, moral, social and cultural development is excellent. Pupils are very reflective, during acts of collective worship in particular, and very good displays of art contribute to their outstanding spiritual development. Pupils have a very good understanding of their local culture matched by their good knowledge of many faiths. The pupils take many responsibilities and have a good understanding of the process of democracy through the elections for the school council. They reach high standards in basic skills and make a strong commitment to the community through organising a range of charitable fund-raising. As a result, they are very well prepared to make a very good contribution in their next school and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers promote very positive relations which contribute to the strong work ethic that pervades all classes. Very good links to earlier learning help pupils to build systematically and quickly on their skills. A common feature in the majority of lessons is the excellent use of discussion between partners which helps the pupils to be actively involved in shaping their own learning. The strong emphasis on speaking and listening and the good modelling of spoken language by adults help most pupils to achieve well in written work. Very good use is made of questioning

to encourage all pupils to contribute and develop their thinking skills. Lessons are well planned and organised and are in the main well matched to all ability groups. A wide range of extra strategies are delivered by highly skilled teaching assistants to ensure pupils with learning difficulties make good progress. Very occasionally, the most able pupils are not challenged enough because there is not enough scope for them to use the skills and knowledge they have. Effective use is made of interactive whiteboards which help to engage and motivate pupils.

## **Curriculum and other activities**

### **Grade: 1**

An impressive range of educational visits and visitors including artists enriches the outstanding curriculum. The school has embraced the new literacy and numeracy frameworks and a flexible approach provides the springboard for significant links between subjects. Consequently, learning is meaningful and enjoyable with a strong emphasis on learning through practical experience and the development of key skills. The arts are given a very high profile and the quality of the visual arts displayed around the school is stunning. This contributes greatly to pupil's spiritual and cultural development. Personal development is well promoted through many lessons and themed weeks to explore topics such as anti-bullying all of which help pupils to feel safe. There is a comprehensive range of extra-curricular opportunities for all pupils which further promote enjoyment. The pilates class for parents, pupils and staff is a good example of how the school actively involves its community. The school works closely with neighbouring schools and is part of a learning network which has had a good impact on curricular development and provision for pupils with extra gifts and talents.

## **Care, guidance and support**

### **Grade: 1**

The school knows the pupils very well because of the excellent relationships and the very good tracking of academic progress. This is used very well to match work closely to pupils' ability and generally provide plenty of challenge. The exception is the challenge for the very high attainers in English. Teachers mark work very well to provide guidance and praise and to help pupils understand how to assess and improve their own work. Procedures for ensuring pupils' safety are appropriate. There are very good procedures to ensure high standards of behaviour based on the rights to learn, be safe and to be treated with respect. A very effective anti-bullying policy guides teachers very well in how to educate pupils. The school works well with a wide range of service providers to support the most vulnerable pupils and those with learning difficulties and/or disabilities.

## **Leadership and management**

### **Grade: 1**

The leadership team has excellent systems for monitoring and evaluating all aspects of teaching and learning which has enabled it to respond quickly to any weaknesses in pupils' achievement or personal development. The headteacher and deputy headteacher work exceedingly well together. As a result, a very clear direction is set and high expectations established. Morale is high and there are very high levels of consistency in all aspects of teaching and learning as a result. New staff have been fully assimilated into the ethos of the school. Parents respect the staff because they feel very involved and informed through sharing targets with their children and the warm welcome they receive from the staff. The governors are well organised and

informed to provide challenge and support. Financial management is particularly good and has allowed the school to provide a high level of effective and well qualified teaching assistants.

**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).**



## Annex A

## Inspection judgements

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

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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	1
The capacity to make any necessary improvements	1

### Achievement and standards

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

### 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?	1
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?	1

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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 being so polite and helpful during your school's recent inspection.

You attend an excellent school where lots of exciting things happen. You behave very well indeed and really enjoy your work. You are right to feel proud of the many things you do through the school council and the difference you make to school life.

You do very well in all your work. The youngest children make a superb start in the Reception classes. Throughout the school you work very hard and reach high standards in English, mathematics and science and your exciting art work helps to make the school a bright and cheerful place to be. Your parents are very pleased with the things you learn at school. They feel that they are very involved and are able to help and support you with your school work. The leadership of the school is outstanding and the teaching is excellent. This means that you learn at a fast pace. A few of the children who learn very quickly do not reach the highest standards in English. The school has been asked to rectify this.

You can help by continuing to do your best.