

Bradshaw Primary School

Inspection report

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| Unique Reference Number | 107479 |
| Local Authority | Calderdale |
| Inspection number | 309406 |
| Inspection date | 25 September 2007 |
| Reporting inspector | Robert Robinson |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 289 |
| Appropriate authority | The governing body |
| Chair | Mr T Richards |
| Headteacher | Mrs Tracy Turner |
| Date of previous school inspection | 31 March 2003 |
| School address | Ingham Lane Bradshaw Halifax West Yorkshire HX2 9PF |
| Telephone number | 01422 244283 |
| Fax number | 01422 242218 |

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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 issues: achievement and standards, the curriculum, the Foundation Stage (Reception) and leadership and management. The inspector gathered evidence from lesson observations, examination of pupils' work, assessment data, interviews and documents. 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 assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a larger than average-sized primary school. Most pupils are White British. The proportion of pupils with learning difficulties and/or disabilities (LDD) and statements of special educational need is below average. The socio-economic circumstances of the local area are average. The school is an Investor in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bradshaw Primary School provides a good education for its pupils. Good leadership and management, together with good teaching and learning result in pupils achieving well and attaining above average standards. The school cares for its pupils well and their personal development, including spiritual, moral, social and cultural development, is good. Pupils' behaviour in lessons and around the school is exemplary. Pupils enjoy school and attendance is above average. Parents generally have a high opinion of the school though a small number express concern, in particular about the recent charging for extra-curricular activities. The school consulted parents about this and most parents were in favour of this policy.

Children start in Reception with skills overall that would be expected for their age. They make good progress. Standards at the end of Year 2 have improved each year since the last inspection and are now above average. Above average standards in English, mathematics and science at the end of Year 6 continue to be maintained overall, year on year. Most of those who previously had learning difficulties achieved the nationally expected standards in these subjects in the 2006 and 2007 Year 6 national tests. In reading, all pupils reached Level 4 and a high proportion achieved the higher Level 5. However, writing standards were lower than this and as a result the school's targets for English were not met in 2007 at Level 5.

The planning of lessons clearly shows what pupils are to learn and is geared to pupils' prior attainment. In lessons seen, the pace of learning was brisk, which enabled pupils to make good progress in their learning. Teaching assistants were deployed well when working with small groups though occasionally were not used fully effectively when the whole class was being taught together. Pupils were very interested in learning and listened attentively to their teachers. Information and communication technology was used well to support learning. For example, pupils were challenged to produce a high standard of art work using a graphics program in the computer suite. Teachers introduced new learning effectively using interactive whiteboards in the classrooms. The marking of pupils' work celebrated success and identified what they needed to do to improve. The good curriculum is being developed to link further pupils' learning in different subjects. However, this process does not focus sufficiently on emphasising ways for pupils to practise and extend their writing skills.

The leadership and management of the school are good. Rigorous monitoring of the quality of teaching and learning has resulted in consistency of effective teaching and pupils' good achievement. The half-termly setting of targets for individual pupils and the checking of their progress towards these are well established. Significant changes of senior staff have been handled extremely well and the newly appointed leadership team is well placed to move the school forward under the capable direction of the headteacher and deputy headteacher. Most of the governors have been appointed during the past two years. Governors have developed their roles in monitoring pupils' learning well. For example, they observed and questioned pupils prior to reporting on pupils' enjoyment of learning. Governors have identified that their monitoring of the school's finances has not been as sharp as it might have been but have implemented action to tackle this aspect. The strengths in the leadership and management, teaching and the enthusiasm of staff and governors provide the school with good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage (Reception) is good as is the leadership and management. Children start in Reception with a broad range of skills. The standards of the present group of children on entry are overall what would be expected for their age. Most children are confident and behave well. The majority communicate in simple sentences and listen and respond to instructions.

Progress in the Foundation Stage is good. At the end of Reception in 2007 standards were above those normally expected, particularly in children's personal, social and emotional development. In 2006, a review of the assessment and tracking systems resulted in improvements in the way pupils' attainments and progress are monitored and recorded. The revised systems identify clearly the progress pupils make and their standards in all areas of learning.

Children make good progress because of an exciting and well planned curriculum which helps teachers and teaching assistants to know children's next steps of learning. Teachers and teaching assistants work effectively together to meet the needs of all children. Children happily settle into school routines quickly. Reading skills are developed in a structured way and parents are actively involved in supporting their children's reading. Purposeful opportunities are sought to interest children to write. Children are happy and secure and they are prepared well for future learning.

What the school should do to improve further

- Improve standards in writing by Year 6 to match more closely the high standards in reading.

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Annex A

Inspection judgements

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| 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

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

Achievement and standards

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|--|---|
| 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

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|---|---|
| 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 | 1 |
| 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

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|--|---|
| 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? | 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

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| 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 | 2 |
| 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 | 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 the day I spent with you. Your school gives you a good education This is because it is led and managed well. You make good progress in your learning as you are taught well. Standards in English, mathematics and science are above average by the end of Year 6. However, I have asked the school to improve standards in writing because they are lower than those in reading.

I was very impressed by your exemplary behaviour and interest in lessons. You told me that you enjoy being at school, feel safe and are proud of your school. Your attendance is above average - so keep it up. Staff look after you well and I was pleased that you all get on so well together.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.