

Bowling Green Primary School

Inspection report

Unique Reference Number	107503
Local Authority	Calderdale
Inspection number	309413
Inspection dates	2–3 April 2008
Reporting inspector	Robert Robinson

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	156
Appropriate authority	The governing body
Chair	Mrs Marion Bain
Headteacher	Mrs S Fenton
Date of previous school inspection	4 October 2004
School address	Stainland Halifax West Yorkshire HX4 9HU
Telephone number	01422 374863
Fax number	0

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average primary school. All pupils are of White British heritage. Eligibility for free school meals is well below average. The socio-economic circumstances of the area are broad though overall above average. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has gained the Activemark and Healthy Schools awards. There have been many staffing changes since the last inspection, including at senior management level.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bowling Green Primary is a good school. It has outstanding features in pupils' personal development, including their spiritual, moral, social and cultural development. It has improved since its last inspection and standards have risen to be above average. The school serves its community well and provides good value for money. Parents appreciate the education and good care provided for their children. A typical parental statement captured the feelings of most, 'A great school - helpful staff and happy children. We're proud to be part of it.'

Good teaching and a well planned, interesting curriculum enable pupils to achieve well. The teaching is well organised and strengths in the management of pupils result in harmonious relationships and superb behaviour. Information and communication technology, such as interactive whiteboards, is used well to develop learning. The school ensures that all pupils have equal opportunities to make good progress including those with learning difficulties and/or disabilities. Teachers mark work regularly. Comments are generally positive though do not suggest consistently what pupils must do to improve.

Pupils really enjoy coming to school and they respond extremely well to the supportive care they receive. Attendance is very good. Behaviour is first-rate both in lessons and around the school. Pupils relish the wide range of after-school activities and educational visits. They feel safe and trust all the adults they deal with. They know how to maintain a healthy lifestyle and appreciate taking part in dance and sporting activities during the school day and after school. Older pupils show exceptional care and consideration for younger ones. Pupils are well prepared for future learning because of their good acquisition of basic skills and their superb attitudes to work.

The leadership and management of the school are good. The headteacher and governors have high aspirations for the school. They have a clear view of what needs to be done to effect further improvement. The headteacher is supported well by capable staff, both teaching and support staff. The commitment of staff and the strengths in leadership and management provide the school with a good capacity to continue to improve.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the Foundation Stage (Reception) is satisfactory, as are leadership and management. Children enter school from a wide range of pre-school providers. Their overall skills on entry are about that expected for children of this age. The quality of teaching and the curriculum are satisfactory which results in pupils making steady progress. Children quickly settle into school life because relationships between adults and the children are friendly. Children are happy and confident learners. Most behave very well though occasionally some can be rather boisterous when activities do not challenge them sufficiently. Children have a broad range of learning opportunities indoors but activities are not instigated and extended sufficiently outdoors. Learning is checked and recorded appropriately by staff though questioning is not used well enough to check children's understanding in whole-class sessions. By the end of Reception most children's skills are broadly average in all the areas of learning. Parents appreciate the education provided for their children in the Foundation Stage.

What the school should do to improve further

- Develop the curriculum in the Foundation Stage to provide greater opportunities for children to learn outdoors in all the areas of learning.
- Provide pupils with clearer details of what they must do to improve.

Achievement and standards

Grade: 2

Pupils' achievement is good. Pupils' rate of progress has accelerated during this academic year, particularly in Years 1 to 2 and Years 5 to 6. As a result, standards in English, mathematics and science are now above average in Year 6. This is an improvement on the Year 6 national test results in 2007 when standards were above average in English, though average in mathematics and science. In the national tests in 2007, a high proportion of pupils reached the higher level in English compared to an average proportion in mathematics and science.

Demanding targets have been set this year for pupils to attain by the end of Year 6. The target set for the proportion to reach the level expected nationally has been met already as almost all pupils are working at this level or above. The school is on course to exceed its targets for the higher level.

Personal development and well-being

Grade: 1

This is a key strength of the school and assists pupils to make good progress in their learning. Pupils enjoy school and flourish and this is reflected in their superb attendance, punctuality and eagerness to learn. Parents praise the school highly and confirm that their children are happy and 'love every minute'. Pupils bring great enthusiasm to their learning and concentrate very well. Pupils know the rules and follow them well resulting in high standards of behaviour and attitudes to learning. Pupils develop great regard for the views of others. They are sensitive to the feelings of their fellow pupils. Older pupils provide strong leadership to younger ones. They offer support and perceptive guidance as 'listeners' in the weekly 'surgery'. They are equally at ease in other roles such as 'buddies' and playground supervisors. Pupils have a clear understanding of how to live healthy and safe lifestyles as they glean information from school displays and community representatives who support the curriculum.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching enables pupils to make good progress in their learning. Teachers plan lessons well and carefully evaluate what pupils have learned. Occasionally, tasks set are not explained clearly enough for individuals and small groups so the pace of learning dips until they are given further help. Members of staff encourage pupils to discuss their learning with a partner. This helps pupils to consolidate and extend their understanding. Relationships throughout the school are superb and no time is lost dealing with behavioural issues. In most lessons questioning is pertinent and linked to pupils' level of attainment. However, sometimes in introductory sessions the same questions are asked to all and answers only accepted from those who indicate they know the answer. This reduces the opportunities for teachers to push on individuals' learning at an appropriate level and to check all pupils' understanding of new

learning. Teachers and teaching assistants work well together to assist all groups of pupils to make brisk progress.

Curriculum and other activities

Grade: 2

The school has successfully developed an enjoyable broad and balanced curriculum with a strong emphasis on basic skills. Skills in literacy and numeracy are consolidated and practised well in other subjects. However, displays around the school do not celebrate and reflect sufficiently the good quality of pupils' work in writing. Assemblies and personal, social, health and citizenship education contribute extremely well to assist pupils' spiritual, moral, social and cultural development. Visits and visitors add much to pupils' enjoyment of learning. French and Spanish lessons and special events such as 'One World Week' broaden pupils' cultural understanding. The wide range of out-of-school activities, such as clubs, dance shows and sporting tournaments, provide increased opportunities for pupils to develop healthy lifestyles. Studies of the local environment enhance pupils' appreciation and pride in the locality.

Care, guidance and support

Grade: 2

The school cares for its pupils extremely well and ensures that they feel secure at school. Child safeguarding procedures are in place. Health and safety and risk assessment procedures promote a safe environment. Parents and pupils agree that children are looked after well. Good support for vulnerable pupils is achieved through school staff and outside agencies meeting their particular needs effectively. This is because the headteacher insists on the very best support to meet their individual needs. Pupils with learning difficulties and/or disabilities make similar progress to others because their needs are closely monitored. The checking of all pupils' progress is robust and enables all staff to form an accurate picture of each pupil's progress and capabilities. As a result, lessons provide appropriate challenge. Teachers regularly mark pupils' work but comments are inconsistent in helping pupils to understand how they can improve, which restricts their further progress.

Leadership and management

Grade: 2

Improvements in leadership and management are seen in the improved pupils' achievement and higher standards at the school. The headteacher brings a clear focus to the school's work. She has overcome significant staffing issues, which are now resolved. The headteacher, with the support of governors, has restructured the leadership team since the last inspection. As a result, all members of staff have a voice in the running of the school. The newly formed senior leadership team is increasingly effective and focused on the continued improvement of the school. Coordinators lead their areas enthusiastically and support colleagues effectively. Links with other schools and organisations are well established. Governors play a strong and active role in the leadership of the school. They are well informed, challenging and knowledgeable, as well as being proud and supportive of the school.

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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?	2
The effectiveness of the Foundation Stage	3
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	1
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	1

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?	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?	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	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 welcoming the team of inspectors to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school. Your school provides you with a good education. Standards by the end of Year 6 are above average. You make good progress in your learning because you are taught well. Your personal development is outstanding.

The headteacher and senior leaders know how to improve your school and they are helped well by other staff and governors. To help you make even better progress and reach higher standards we have asked the staff to provide you with more guidance on how you can improve your work. We have also asked your school leaders to provide more opportunities for children in Reception to learn outdoors.

We know that you are proud of your school and all get on extremely well together. We were impressed by your excellent behaviour and care and concern for one another. We were pleased that you feel safe in school and you have someone to talk with if you have any concerns. Your attendance and punctuality are first-rate, so keep them up.

We appreciated talking to you about your work and watching you learn. We wish you well for the future and trust that you will continue to work with the staff to make your school even better.