

Worth Valley Primary School

Inspection report

Unique Reference Number	132220
Local Authority	Bradford
Inspection number	315972
Inspection dates	26–27 November 2007
Reporting inspector	Keith Bardon

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	3–11
Gender of pupils	Mixed
Number on roll	
School	199
Appropriate authority	The governing body
Chair	Mr Michael Scarborough
Headteacher	Mr Paul Grundy
Date of previous school inspection	19 May 2003
School address	Bracken Bank Crescent Keighley West Yorkshire BD22 7AX
Telephone number	01535 604240
Fax number	01535 611456

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This smaller than average sized primary school serves a disadvantaged area on the outskirts of the town. All pupils speak English and most are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average, although the number with a statement of special educational need is average. A small number of children are looked after by the local authority. The school has achieved the Healthy School award. It has links with other schools in Belgium, France and Slovakia. A Breakfast Club is held twice weekly and privately managed out-of-school care is available to pupils. The school is part of Worth Valley Extended School Cluster which provides before and after-school clubs and organises activities at holiday times. Since it was last inspected the number of pupils on roll has increased by a third.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Worth Valley is a good school which, through the determined efforts of the headteacher, senior staff and governors, has established itself as a key part of the local community. Pupils achieve well because they receive a carefully balanced curriculum that successfully promotes both their personal and academic development.

Pupils are well taught. This results in their good academic progress. By Year 6, standards are broadly average. Throughout their time in the school, pupils' knowledge, understanding and skills build systematically and they become competent in both literacy and numeracy.

Careful attention is paid to pupils' personal development and, as a result, they become responsible individuals who clearly enjoy learning. Their behaviour is good in and out of class and they apply themselves well during lessons. Frequent praise from staff encourages pupils to persevere and helps raise their self-confidence. Teachers plan work that is well matched to pupils' needs. Lively discussion is a feature of many lessons, with pupils and teachers exchanging knowledge and ideas in a pleasant and productive atmosphere. The curriculum provides a well balanced range of activities, but teachers do not always sufficiently encourage pupils to apply their basic skills across a wide enough range of subjects. Visits, visitors and links with other schools enrich pupils' learning and broaden their horizons. Opportunities for pupils to develop their understanding of how others live are particularly well planned and enable them to appreciate different cultures, lifestyles and nationalities. Pupils understand the importance of a healthy diet and regular exercise and try hard to follow a sensible routine. They show good community spirit and readily take on responsibilities when asked. The personal and academic skills pupils acquire prepare them well for the future.

Pupils are cared for well and they feel safe in school. Staff track pupils' progress and personal development closely and keep a careful watch on those who may be more vulnerable. Although pupils are set clear targets for improvement, there are inconsistencies in the quality of teachers' marking and pupils do not always receive sufficient information to help them improve. The provision for pupils with learning difficulties and/or disabilities is well organised and helps them make good progress. Parents have positive views of the school and agree with inspectors that it provides a good education for their children. Parental involvement in children's learning is strongly encouraged but is not always forthcoming.

Management procedures are well organised and effective and the school runs smoothly. Key aspects, such as the quality of teaching and learning, are checked closely and the needs of pupils are always a priority for managers and governors. They are constantly looking for ways to further improve educational provision to enhance pupils' learning and lives. This generates a very positive ethos and strong sense of community. While subject leaders have an overview of provision in their areas of responsibility, in many cases this lacks detail about how well pupils are progressing and why.

Effectiveness of the Foundation Stage

Grade: 2

Children start Nursery with low levels of knowledge and skills. This is particularly evident in their poor communication and language and a lack of basic understanding of numbers. Although they make good progress in the Foundation Stage, the attainment of many children is still below national expectations at the end of Reception. They make clear gains in all aspects of

language and, by the time they move into Year 1, the majority are speaking effectively to others. Many children find learning to read difficult and have problems linking letters and sounds. Most learn to recognise numbers but often have problems making simple calculations. Relationships are excellent and children are very well cared for in a secure and attractive learning environment. They make good gains in their personal development. From having limited social skills on entry, they learn to play and work effectively alongside other children and adults and their behaviour is good. Children are well taught. Staff provide colourful and lively activities which encourage children's participation and stimulate their desire to learn. The Foundation Stage is managed well. Shared planning and regular checks on children's learning ensure their needs are met. This represents good improvement since the last inspection. Parents are made welcome and given clear guidance on how they can help their children at home.

What the school should do to improve further

- Enable subject leaders to better evaluate provision and to more effectively measure pupils' progress.
- Develop stronger links between different subjects.
- Improve the consistency of marking to ensure that all pupils are given clear information about what they have done well and how they could improve their work.

Achievement and standards

Grade: 2

Because there are small numbers in each year group, standards tend to fluctuate from year-to-year, but the trend is for them to be broadly average in Years 2 and 6. This represents good progress, given the well below expected skills children have on entry to the school. In the 2007 Year 6 national tests, standards in mathematics and science were above average. In English, they were average. Pupils with learning difficulties and/or disabilities make good progress because they are well supported to meet the targets set for them. The school sets challenging targets for pupils' performance in the Year 6 national tests in English and mathematics. These are usually successfully met. The current Year 6 are on track to meet the challenging targets set for them.

Personal development and well-being

Grade: 2

Pupils are happy at school and attend regularly. When describing what they enjoy most pupils cite the fun they have learning, particularly when the lessons involve practical activities. Pupils' spiritual, moral, social and cultural development is good. Most behave well, pay attention in class and try hard with their work. On occasions, a minority of pupils, generally boys, act immaturely when faced with a new situation. Pupils feel that any incidents of unsociable behaviour are dealt with quickly and effectively by staff. Links with other schools and communities teach pupils about the wider world and help to foster understanding of cultures that are different to their own. Pupils welcome taking responsibilities around school and through the school council. Other opportunities for pupils to express their views and influence decisions are rather limited; something the school is looking to improve. Pupils have a good understanding of how to stay fit and healthy and many take regular exercise at school or at local sports clubs. They develop a good range of personal and academic skills and Year 6 pupils are looking forward to the future with confidence.

Quality of provision

Teaching and learning

Grade: 2

Pupils respond very well to the good teaching they receive. They work with great enthusiasm to complete the well planned and challenging tasks teachers provide. Teachers and support staff use questions and resources, such as interactive whiteboards, effectively to clarify learning, to interest pupils and to encourage their participation. Many lessons start with teachers helpfully sharing clear learning objectives with the class. However, this is not always the case and when the purpose of the lessons is not shared with pupils they have an incomplete picture of what they are trying to achieve. Where teaching is at its best, teachers make frequent assessments of pupils' learning during lessons. This enables them to adapt what they teach to ensure that they meet the needs of all pupils. There are examples of outstanding practice within the school. This is particularly evident in literacy lessons for the oldest pupils. Here, lively and stimulating teaching captures pupils' attention and generates an excellent pace of learning. Pupils with learning difficulties and/or disabilities have good support, particularly from experienced and competent teaching assistants. This ensures their full involvement in lessons and helps them to make good progress. Good relationships and teachers' positive management of pupils' behaviour ensure that lessons are productive. Teachers' marking varies in quality and at times does not contain enough help and guidance.

Curriculum and other activities

Grade: 2

The curriculum matches pupils' needs well. All the required subjects are taught with appropriate emphasis on the basic skills of literacy and numeracy. Visits out of school, including annual residential trips for pupils in Years 3 to 6 and visitors into school, bring a richness of experience to pupils' lives. During the inspection, Year 4 pupils visited Eden camp and Year 5 pupils met the Lord Mayor. Pupils agree that they find these activities extremely enjoyable. Whilst links between subjects are increasing, this aspect of the curriculum is underdeveloped. Opportunities to broaden the scope of pupils' learning and for them to use their knowledge and skills more widely are missed. Education for health and safety is good and prepares pupils well for their further education and for life. The school provides a very impressive range of clubs and activities outside lessons to suit a wide range of interests and ensure that learners enjoy school. These activities enable pupils to develop new skills and enhance their personal development.

Care, guidance and support

Grade: 2

Care, guidance and support are good and a high priority is placed on ensuring pupils' safety, welfare and happiness. Parents state that 'Everyone at the school is very approachable and friendly' and they appreciate the care given to their children and the positive impact this has on their children's self-esteem. Substantial time is spent in contact with outside agencies that provide extra support, particularly for pupils who are most vulnerable. Safeguarding procedures, including child protection, are in place and pupils say they have adults in school with whom they feel comfortable talking if they have any worries. Pupils are set targets to help them improve. Older pupils use these better than younger ones. While systems to track pupils' progress overall provide clear and up to date information, they are less effective in providing easily accessible information about specific groups of pupils.

Leadership and management

Grade: 2

The headteacher, deputy headteacher and assistant headteacher work purposefully to give the school clear direction. They use their complementary skills to ensure effective management. Since it was last inspected the school has made good improvement. The increase in numbers of pupils has been managed well and systems implemented to ensure that the school meets the needs of all its pupils have been successful overall. Capacity to make further improvements is good. The work of the school, including the quality of teaching and learning, is checked closely by senior members of staff. These procedures provide reliable and comprehensive information which is used well to plan the next stages in the school's development. Teachers with subject responsibilities have a satisfactory overview, but are not yet playing a full part in checking standards or in determining priorities for development. Financial management is good. Successful bids for additional funding regularly provide additional facilities for pupils and the local community. Close attention is paid to pupils' needs as responsible members of society and the school successfully broadens their horizons through links with other organisations, both local and much further afield. Governors fulfil their statutory responsibilities well and play a full part in supporting and monitoring the school's work.

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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	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Inspection of Worth Valley Primary School, Keighley, BD22 7AX

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do and a special thanks to those who talked with us about the school.

Worth Valley is a good school and we can see why you enjoy it so much. Year 6 pupils told us that the lessons they get the most from are the ones with practical activities. This was a very sensible observation and we have passed it on to the staff. We have suggested to the school that stronger links between different subjects would make lessons even better. You can play your part by always trying to make full use of the things you have learned previously in all subjects.

You make good progress with your work because you are well taught. Teachers plan interesting activities and give you plenty of help and encouragement. We were very impressed with older pupils' knowledge of their targets and their understanding of how to use them to help them improve. We have suggested to the school that, on occasions, teachers could give you more ideas of how to improve when they mark your work. You can help by always looking carefully at what teachers write in your workbooks and try your best to do what they suggest.

When we were in lessons and around school your behaviour was good. A few pupils, particularly boys, can be a bit silly and need to try harder to behave sensibly all the time. The school takes good care of you and we are pleased that you feel safe and secure. We know how much you enjoy the many visits you go on. This was very evident in the enthusiastic manner in which Year 4 pupils described their recent trip to Eden Camp. Although the school is doing well, we have asked that all staff are helped to be clear about how to make it even better.

Thank you once again for a very enjoyable two days and I wish you lots of luck in the future.