

Fagley Primary School

Inspection report

Unique Reference Number	107249
Local Authority	Bradford
Inspection number	324556
Inspection dates	15–16 June 2009
Reporting inspector	Keith Bardon

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	213
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs M Isherwood
Headteacher	Mrs A Keogan
Date of previous school inspection	6 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Falsgrave Avenue Bradford West Yorkshire BD2 3PU
Telephone number	01274 771124
Fax number	01274 771124

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This average sized primary school serves a disadvantaged area on the outskirts of Bradford. The number of pupils eligible for a free school meal is well above average. Four out of every ten pupils are from minority ethnic backgrounds with pupils of Pakistani heritage the largest group. A large proportion of these pupils are at an early stage in learning English. The number of pupils from minority ethnic groups has increased substantially since the last inspection. The proportion of pupils with learning difficulties and/or disabilities is well above average but very few have a statement for their special educational need. The number of pupils who start or leave the school other than at the normal age of entry is above average. The school has achieved the Investors in People and Investors in Pupils Awards. Early Years Foundation Stage provision is made up of a Nursery and a Reception class which work together as a unit. Since the last inspection, the uncertainties of possible closure have been removed and a children's centre has opened on site. The children's centre did not form part of the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Fagley Primary is a satisfactory school with a number of good features. During a period of uncertainty and change, the headteacher and senior staff have provided a stabilising influence and enabled the school to make satisfactory progress since it was last inspected. Pupils enjoy school thoroughly and make good progress in their personal development because they are cared for and supported well. Achievement is satisfactory and steadily improving as the school addresses the difficulties many pupils experience with learning. Pupils are appreciative of the help and guidance they receive and comment particularly on how 'all children are made to feel welcome'. Parents are equally positive describing the school as having a 'lovely atmosphere' with staff that make them feel that their 'concerns, views and opinions count and matter'.

Pupils from different home backgrounds and cultural heritages thoroughly enjoy being together and work and play very happily together. This provides an excellent role model for the local community. Behaviour is good, both in and out of class, and pupils are polite and well mannered. They appreciate the importance of healthy living and readily participate in physical activities. Pupils show a strong sense of responsibility towards others and help around school whenever they can. Preparation for future learning and life is satisfactory overall, but good in the way in which pupils learn to work together effectively.

From a low starting point pupils make steady progress. While standards at the end of Year 6 are below average they have improved of late, particularly those attained by pupils who have spent all or most of their primary years at the school. Many pupils read competently but have difficulty writing lengthy, well constructed sentences. The benefits of the solid platform laid in Early Years Foundation Stage are beginning to show in Key Stage 1, with more pupils attaining the expected levels for their age.

Pupils find most lessons stimulating because teachers plan interesting activities which involve pupils in doing things for themselves. The advantages of this approach are clearly evident in science where standards have risen significantly. While most pupils concentrate well and try hard, their learning is often disadvantaged by weaknesses in their communication and language skills. The measures the school has in place to address these are having some positive effects, but there are times when teachers and teaching assistants miss opportunities to promote pupils' speaking skills and to encourage them to explain their thoughts and ideas fully and in detail.

The curriculum provides pupils with satisfactory opportunities to learn. Well judged changes are being made to make it more relevant to pupils. Pupils gain much from the regular visits they are taken on and the visitors they meet in school. The school makes good provision for pupils' care, guidance and support and responds carefully and sensitively to their individual needs. Working closely together staff provide a blanket of support and guidance under which pupils feel safe, secure and well looked after.

The school has a positive ethos which stems directly from the role model of care and concern shown by the headteacher and senior staff. The involvement of all teachers in school management has gradually been increased and a range of information is collected covering all aspects of the school's work. This information is not always evaluated thoroughly enough to determine exactly why the school is performing as it is and what needs to be done to stimulate rapid improvement. Governors ensure that statutory requirements are met and are starting to ask more challenging questions to help the school to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision is good. When they start in the Nursery children often have limited social and language skills, and little knowledge of the world around them. They are taught well and make good progress. By the end of Reception, most children are working securely within the expectations for children of this age, but a significant proportion are still some way behind and their attainment at this point is below average. Lively and colourful activities both indoors and out stimulate children's interest and encourage them to get involved. Many children need considerable help with their personal development but, with constant encouragement from staff they gradually learn to work and play effectively alongside others. While some staff are very skilled at engaging children in conversation and constantly developing their language, others are less instinctive and on occasions miss the opportunities that arise. Children who enter Nursery with little or no English are supported well to make good progress with their language and have often caught up with others by the end of Reception. The provision is managed well. Nursery and Reception often work productively together to make best use of the facilities and of the expertise of the staff. Relationships are very positive and staff pay close attention to children's welfare. Links with the recently opened Children's Centre are developing well, promoting more contact with parents and smoothing children's introduction to Nursery. Children's progress is checked frequently and the attractive records kept of their work are used well by staff to plan for their future learning.

What the school should do to improve further

- Increase pupils' ability to write at length using extended, well constructed sentences.
- Ensure that teachers and teaching assistants take every opportunity to promote pupils' speaking skills and encourage them to explain their thoughts and ideas fully and in detail.
- Increase the ability of leaders and managers at all levels to evaluate the work of the school thoroughly and to use the information to plan strategically for improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' progress is improving, but is a little uneven because of past variations in the quality of the teaching. This has been addressed but some pupils are still catching up on what they have missed. Standards are below average: although most Year 6 pupils attain the expected level for their age in English and mathematics, few attain at an above average level. The initiatives the school put in place are beginning to raise standards in English and there has been a marked improvement in the accuracy of pupils' spelling. However, many pupils write in quite short sentences which employ limited vocabulary and grammar. Standards in science have shown good improvement and last year results in the national tests for Year 6 pupils matched the national average. The school responds well to the needs of pupils with English as an additional language and they make similar progress to all other pupils. Similarly the support provided for pupils with learning difficulties and/or disabilities enables them to make satisfactory progress towards their individual targets. Girls have traditionally achieved better than boys, but the

steps the school has taken are closing the gap and in lessons boys are showing good interest in learning.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school because the school makes them feel happy and safe. Relationships between pupils are positive and attitudes towards teachers respectful. Attendance is satisfactory: most pupils attend regularly, but a small minority are absent too often. Pupils' spiritual, moral, social and cultural development is good. They are developing a good understanding of other cultures and beliefs through assemblies and work in lessons. Pupils speak out very strongly against bullying and racism and are adamant that if they should occur they are dealt with severely. Pupils are safety conscious, showing due care and consideration as they move around school. Despite their good social skills and ability to work collectively, pupils' satisfactory progress in literacy and numeracy limits their potential for success in the future. Pupils are keen to take on responsibility within the school community. For example, a group of older children act as befrienders helping to ensure that all children play together in a cooperative and friendly way. Pupils are also aware of their responsibilities in the wider community and readily raise funds for charities. Pupils are well aware of what they need to do to stay healthy. They enjoy exercise programmes at school and make extensive use of playtime equipment to help to keep them active and alert for learning.

Quality of provision

Teaching and learning

Grade: 3

While teaching and learning are satisfactory overall, many lessons have good features. Relationships in the classroom are good and pupils behave well. Lessons are planned well. Teachers have a clear understanding of what needs to be learned and devise a good range of relevant tasks to ensure pupils make progress at a satisfactory or better rate. At the beginning and throughout lessons, teachers make it clear to pupils what they are to learn and review their progress constructively at the end. Most lessons are taught at a brisk pace, stimulate pupils' curiosity, and sustain their interest throughout. In most lessons, teaching assistants are deployed well to support pupils' progress. Teachers and teaching assistants engage pupils in conversation and discussion frequently, but do not always provide sufficient encouragement and instruction for pupils to explain themselves fully and to give detailed and extended answers. Teachers' marking is satisfactory, but is variable in the quality of information and guidance it provides for pupils.

Curriculum and other activities

Grade: 3

The curriculum enables pupils of all ages to make satisfactory progress. While there is, quite rightly, a strong emphasis on literacy and numeracy, recent developments have increased the number of practical activities pupils are engaged in and have forged stronger links between subjects. This has been received well by pupils, but is still at quite an early stage of development and not yet impacting fully on achievement and standards. Writing remains an area for improvement and pupils do not have enough opportunities to write long and interesting sentences in different subjects. A well structured programme of personal, social and health

education and citizenship helps pupils to make good progress in their personal development. The school provides an interesting range of after-school clubs which are popular with pupils. The number of visits and visitors has been increased at the request of the pupils. Poets, authors and visits, both local and beyond, enrich pupils' experiences and broaden their horizons. Visiting sports coaches promote a healthy lifestyle and have enabled the school to achieve the Activemark award.

Care, guidance and support

Grade: 2

All staff are highly committed to the care of individual pupils and this contributes well to the quality of pupils' lives and their sense of well-being. High expectations of behaviour underpin the school's caring, family ethos. The school's safeguarding procedures meet current requirements. Pupils value being able to air their views during 'circle time' and to communicate with teachers in confidence through the 'worry box'. The effective work of staff with specific pastoral responsibilities adds to the good quality of care, particularly for those who are most vulnerable. Focused support is having a positive impact on improving attendance and absence is steadily decreasing. Systems for tracking pupils' progress are good and assessment information is used effectively to target support to pupils who are at risk of not achieving. The school uses its good links with a range of outside agencies and organisations to provide the additional support that some pupils need. The school is steadily improving its work with parents to help them contribute more effectively to their children's learning.

Leadership and management

Grade: 3

The headteacher, supported by the deputy headteacher, approaches each challenge the school faces with fortitude and looks to turn all new circumstances to advantage. Managers monitor the work of the school regularly and have an accurate picture of its strengths and areas for improvement. Although the information this provides is examined carefully, it is not always evaluated sharply enough to determine exactly what is proving successful and what needs to be done to bring about rapid improvement. The school's capacity to improve in the future is satisfactory. Measured steps are taken to ensure that all pupils have equal opportunities to learn and that there are no possibilities of discrimination. As a result, the school is a harmonious community and all pupils maintain a similar rate of progress. Community cohesion is promoted well. Pupils engage meaningfully with others from outside their immediate area and productive links with the Children's Centre provide valuable opportunities for parents and children. The work of the governing body is satisfactory and is becoming more effective as their understanding of how to hold the school to account gradually increases. The school provides satisfactory value for money.

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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?	3
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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

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 special thanks go to those who talked with us about the school.

Fagley Primary is a satisfactory school and it has some good features. Staff take good care of you and I know you appreciate the help and support they provide. You behave well in class, around school and in the playground. I was very impressed with how well you all get on together and this is something you can be extremely proud of.

Teachers plan interesting things for you to do and it was good to hear that you enjoy your lessons. You listen carefully to the teachers and usually concentrate hard. This good attitude is very important and shows that you are growing into sensible and responsible young people.

Your achievement is satisfactory and there are clear signs that your progress is beginning to speed up, which is very encouraging. I noticed that while the quality of your English is steadily improving, you often read much better than you write. Your spelling is coming along nicely, but the structure of your sentences needs to be more ambitious with wider choice and better linking together of words and phrases. Teachers agree that this is something that needs working on and they will be looking at ways to help you achieve it. Speech and writing are closely linked and it would help a great deal if when speaking to others you try to explain yourself as fully and in as much detail as possible.

Teachers who manage the school make regular and careful checks of how well it is working. I have suggested that some of the ways they do this need to be a little sharper to make best use of the information they collect.

Thank you once again for a very enjoyable two days and best wishes for the future.