

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 08456 40 40 40
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566 948
Direct F 01695 729 320
jkinsman@cfbt.com



11 February 2009

Mrs Clare Daddy
Headteacher
Buttershaw Primary School
Reevy Crescent
Bradford
West Yorkshire
BD6 2BS

Dear Mrs Daddy

Special measures: monitoring inspection of Buttershaw Primary School

Following my visit with Kath Halifax and Marie Cordey, Additional Inspectors, to your school on the 10 and 11 February, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures in September 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – inadequate

Newly qualified teachers may not be appointed.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children's Services for Bradford.

Yours sincerely

Jean Kendall
Her Majesty's Inspector

Special measures: monitoring of Buttershaw Primary School

Report from the first monitoring inspection: 10 and 11 February 2009

Evidence

Inspectors observed lessons in all but one class, examined examples of pupils' work and scrutinised documents. Meetings were held with the headteacher, other staff, groups of pupils, the chair of governors and two representatives from the local authority.

Context

Since the school became subject to special measures in September 2008 the leadership team has been strengthened with a newly appointed headteacher taking up post on November 3 and more clearly defined roles for the two assistant headteachers. One is leading improvement in the Early Years Foundation Stage, behaviour and attendance and the other in assessment and intervention strategies. A deputy headteacher post has been created and the new deputy headteacher takes up post in April 2009. Two teachers have left the school and one more is leaving shortly. A supply teacher will cover this vacancy until a permanent appointment is made. There has been a series of supply teachers in one of the Year 3 classes, a Year 6 teacher is covering a maternity leave in Year 2 and an assistant headteacher is covering a long term absence in Year 6. A parental involvement worker was appointed in January.

There is a new chair of governors and three additional governors have been appointed. Two new committees have been established focusing on school improvement and resources.

Achievement and standards

Children enter the Early Years Foundation Stage with knowledge and skills that are below those expected of children their age and very low in relation to language and social skills. Whilst children make satisfactory or better progress in some areas of learning, their progress in reading, writing and the development of communication and social skills is limited. Standards at Key Stage 1 and Key Stage 2 remain below average in English, mathematics and science and some groups continue to under achieve. At Key Stage 1, boys make inadequate progress in reading and writing and both boys and girls within the middle ability range are not achieving as well as expected across the range of subjects. Writing remains weak in Key Stage 2, with girls' writing becoming more of an issue. Pupils identified as having learning difficulties and/or disabilities achieve lower than expected compared to other schools.

There are signs of improvement in some areas and foundations for further improvement are in place. Senior leaders have analysed pupils' progress in detail

and are acting decisively to tackle issues relating to underachievement. Following the introduction of comprehensive systems to track pupils' progress, teachers are much more aware of their levels of attainment and expected progress. Targeted strategies and good professional development are supporting teachers in assessing learning and raising their expectations of what pupils can achieve. Teachers are embracing these strategies and show a collective determination to drive standards upwards and raise achievement. They are beginning to accelerate the progress of some pupils, for example in reading and mathematics in Year 6 and in speaking and listening across the whole school. However, the impact is not yet to be seen in all lessons or consistently enough in pupils' work to enable pupils in all classes to catch up on lost ground in their prior learning.

Progress on the areas for improvement identified by the inspection in September 2008:

- Raise standards and improve achievement in English, mathematics and science – inadequate

Personal development and well-being

Pupils enjoy many aspects of school and have welcomed the changes made this term to help them feel valued and improve their environment. As a result of a consistent approach by adults to managing behaviour, they have a far better attitude to school and their work, and there are fewer disruptions to learning. This is reinforced by parents who report they are pleased with the improvement in their child's attitude and conduct, and feel much more involved in their child's learning. Pupils say they like the new behaviour code; they endeavour not to be put at the 'amber level' and take a pride in their achievements, being thrilled when their name appears in the Golden Book or when they get a special mention in the celebration assemblies. Pupils say they feel safe and that there is far less bullying since behaviour has improved. Pupils have responded well to the improved environment and show respect for it and for each other. However, some have not yet acquired appropriate listening skills and still interrupt each other, or shout out answers in their eagerness to demonstrate their knowledge.

Attendance and punctuality have improved because of effective work with parents by the newly appointed parental involvement worker and assistant headteacher. Attendance in all classes is up on that a year ago, with over half of pupils reaching over 95%. Overall, attendance over the past half-term has been in line with the national average, although it is lower in the classes that have had a series of teachers.

Progress on the areas for improvement identified by the inspection in September 2008:

- Improve attendance to the national average – satisfactory

Quality of provision

There has been some improvement in teaching and learning with teachers becoming more confident and knowledgeable because of effective training and support to raise their expectations. However, the overall quality of teaching and learning remains too inconsistent with some inadequate practice and some pupils' work which is of a low standard. Work is still not matched well enough to pupils' needs and interests overall. Some pupils flounder because they do not understand exactly what they have to do whereas other pupils are insufficiently challenged, finish their work early and become restless. These difficulties are compounded in classes where staffing has been unstable and pupils are not taught by teachers who have a detailed knowledge of their needs and interests.

In the Early Years Foundation Stage, improvements have been made to ensure effective use of the outdoors and practitioners are seeking to further improve activities provided to help children learn independently. Across the whole school, teachers are beginning to structure lessons more successfully to provide a greater range of activity including opportunities for pupils to practise and develop their speaking and listening skills. Helpful use of rewards and praise has led to pupils being more positive in their attitudes to learning. Most classrooms are more attractive and displays such as 'Working Walls' enhance learning because they present information about pupils' work and their targets in a meaningful way. Teachers and teaching assistants show good teamwork; they are keen to improve learning and lesson planning is improving.

Since the introduction of individual targets for numeracy and literacy, and a target of each pupil's own choosing, pupils have a clearer idea of what they need to do to progress their learning. Where teaching is at its best, good use is made of individual targets to accelerate learning in lessons. However, the use of targets, alongside marking in pupils' books, is not used consistently in all classes. Consequently, pupils are not always clear about what they need to do to improve their work.

Leaders have introduced useful systems to track individual pupil progress and these are beginning to be used to bridge gaps in learning, and to identify where extra challenge or support is needed. The ensuing progress meetings with each class teacher allow for work to be provided that is more appropriately matched to pupils' capabilities.

Improvements are gradually being made to the curriculum. The greater focus on numeracy and literacy reflects pupils' needs at this time. A range of intervention strategies have been introduced to accelerate progress, for example in reading and writing, but it is too soon to judge their effectiveness. In addition to inadequacies in equipment, leaders have recognised that teachers' use of information and communication technology is varied. Some staff are confident, but others lack the knowledge to teach specific skills, or to use the technology to support learning in other subjects.

Arrangements to safeguard pupils and promote the welfare of young children in the Early Years Foundation Stage continue to meet requirements.

Progress on the areas for improvement identified by the inspection in September 2008:

- Increase teachers' expectations of what pupils can do by ensuring that work is sufficiently challenging and engaging, and meets all pupils' needs – inadequate
- Introduce thorough systems to track pupils' progress to eliminate underachievement and raise standards – satisfactory

Leadership and management

The new headteacher took up post in November 2008 and has quickly established herself as a credible and effective leader, setting high expectations for pupils and staff alike. Her vision is wholly supported by staff and governors who are appreciative of the clear direction and increased opportunities for professional development. With the introduction of rigorous monitoring, supported by the local authority, senior leaders have a good overview of strengths and weaknesses in provision and standards across the school. Accurate self-evaluation is steering action planning and staff are working hard to bring about the necessary improvements. They are supportive of changes and responding well to the increased accountability for pupil achievement and related professional development opportunities to improve their practice. Effective performance management procedures have been introduced, including half-termly progress meetings and targets relating to improving achievement.

Roles and responsibilities amongst the senior team have been defined and support put in place to their develop skills. The assistant headteachers are leading improvement effectively; aspects for which they are responsible are progressing satisfactorily. The school is now focusing on developing the skills of key stage and subject leaders.

The governing body has been strengthened with a new chair, the appointment of three additional governors and the establishment of a school improvement committee and a resources committee which meet monthly. Governors are well informed of the current position of the school, have a strong commitment to improvement and are providing satisfactory support and challenge for school leaders.

The focus for improvement to date has been on establishing policies and systems to promote consistent practice across the whole school, for example in lesson planning, behaviour management, assessment and use of data from the tracking of pupils' progress to match teaching to learning needs. Behaviour is improved as a result, but much of this work is still at an early stage of development and has not had sufficient time to fully impact on teaching and achievement for all pupils. Nevertheless, the



momentum for change is evident and the systems that are in place provide strong foundations for further improvement.

Progress on the areas for improvement identified by the inspection in September 2008:

- Strengthen leadership and management, at all levels, to ensure accurate self-evaluation and rigorous monitoring – satisfactory

External support

The local authority has provided good support to the school since it has been placed in special measures. The local authority's statement of action is fit for purpose and is having a beneficial impact on progress by the school. Extensive professional development opportunities and support have been tailored to the needs of individual staff and is valuable in developing their skills. Links with other schools are used effectively to support the sharing of best practice in teaching and learning and to support the leadership team.

Priorities for further improvement

The school should continue to work on the priorities for improvement identified at the time of the last inspection.