

# Byron Primary School

## Inspection report

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<b>Unique Reference Number</b>	107208
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336829
<b>Inspection dates</b>	21–22 June 2010
<b>Reporting inspector</b>	Kathleen McArthur

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	700
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr G Green
<b>Headteacher</b>	Mr Richard O'Sullivan
<b>Date of previous school inspection</b>	13 December 2006
<b>School address</b>	Barkerend Road Bradford West Yorkshire BD3 0AB
<b>Telephone number</b>	01274 722981
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<b>Email address</b>	office@byronprimary.com

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## Introduction

This inspection was carried out by four additional inspectors. They observed 28 lessons and 26 teachers. Meetings were held with staff, groups of pupils and a school governor. The inspectors observed the school's work, and looked teachers' planning, pupils' books, documents related to safeguarding, school assessment records and data, plans for future development and external reviews of the school's work. Questionnaires returned by staff, pupils and 72 parents and carers were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- if sufficiently rigorous actions are in place in order to sustain the improvement in attainment in Key Stage 2 and to challenge pupils to reach higher levels
- actions to boost attainment in Key Stage 1
- if teaching is of consistently high quality to ensure that all pupils progress well
- how leaders and managers contribute to the school's self-evaluation.

## Information about the school

The school is very much larger than most. About two-thirds of the pupils are of Pakistani heritage, a quarter of Bangladeshi heritage and a small number are of White British or mixed heritage. English is an additional language for the great majority of pupils. A higher than average proportion of pupils has special educational needs and/or disabilities and the proportion known to be eligible for free school meals is above average. Since the previous inspection, there have been significant staffing changes, particularly at senior leadership level. The headteacher, deputy headteacher and four of the assistant headteachers have all been appointed to their posts during the last school year. The school has Healthy School's status and the Investors in People award. The site is shared with Barkerend Children's Centre. This facility was not part of the inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

At this good school, every pupil is known and valued as an individual due to the outstanding care, guidance and support they receive. Pupils feel extremely safe, secure and happy, and reflect the way they are cared for in their concern for others and their excellent behaviour. They are proud of their school, and are always helpful, welcoming visitors with a polite 'Good morning' or 'Nice to meet you'.

Achievement is good and attainment is broadly average. Children get off to a good start in the Early Years Foundation Stage. Their enthusiasm for learning, seen in their keen response when tackling new work, helps to ensure that all pupils make good progress. Good quality teaching and well planned lessons that challenge and engage pupils have boosted attainment at Key Stage 1 and sustained the rising trend at Key Stage 2. However, in English, pupils' writing skills lag behind those in reading.

Good arrangements for equal opportunities ensure that pupils with special educational needs and/or disabilities and those learning English as an additional language make good progress in their learning. The curriculum provides a good range of enrichment activities that enhance pupils' enjoyment and experiences. However, opportunities to utilise their literacy and numeracy skills in other subjects are limited. Community cohesion arrangements ensure that the school knows its community well. Pupils work and play happily together, but have limited awareness of other communities beyond their own or in the wider world.

The new headteacher's determination and high aspirations inspire and motivate staff. Morale is high and there is a genuine shared vision for improvement, supported by governors. This school knows itself well. Rigorous actions have ensured that the quality of teaching is consistently good and provision and outcomes in the Early Years Foundation Stage have improved. Very thorough evaluation of all aspects of provision has resulted in well-considered, carefully constructed plans to move the school forward. Capacity for further improvement is good, and the school gives good value for money.

### What does the school need to do to improve further?

- Raise attainment in writing, by speeding up pupils' acquisition of speaking and listening skills so that they gain a wider vocabulary and more ideas to enrich their work.
  - Extend pupils' literacy and numeracy skills by providing more opportunities to use and develop them in other subjects across the curriculum.
  - Further promote community cohesion by extending pupil's awareness of other

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cultures and lifestyles both nationally and globally.

## Outcomes for individuals and groups of pupils

2

Excellent behaviour and enthusiastic attitudes in lessons show that pupils enjoy learning. They take care to present their work neatly. Good relationships feature strongly; pupils respond well to staff and work cooperatively with others in group activities. Some participate well in lively discussions with their 'talk partners' but limited vocabulary often hinders the contribution made by others.

Exceptionally low starting points on entry to the Nursery for the very great majority of children, mean that they make a long journey to reach broadly average standards by the end of Year 6. Lesson observations, school data and the work in their books show all groups of pupils make good progress through the school. Some examples of excellent progress are evident in both key stages. Most pupils learn English as an additional language and it takes time for them to acquire a wide vocabulary and to learn to structure and organise their writing. Consequently, although by Year 6 some pupils' writing is confident and imaginative, writing remains the weaker area. Pupils' reading skills are stronger, but their skills in comprehension sometimes lag behind their ability to recognise words.

A strong moral sense of right and wrong is shown by pupils' behaviour and concern for others and they are keen to carry out charity work. Pupils study major world faiths but have limited knowledge of cultures outside their locality. They show good understanding of how to look after their health and keep themselves safe outside school and when using the internet. Pupils explain that they feel extremely safe in school because 'teachers take care of us'. They do not consider bullying to be an issue and trust staff to settle any difficulties quickly. Pupils make a satisfactory contribution to the school, representing their classmates as councillors and taking on different roles in the school. They enjoy joint activities with other local schools, but have limited involvement in the wider community. Attendance is average. Pupils' academic and personal skills give them a satisfactory basis for the future.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching features high expectations of what pupils can achieve, effective questioning, good subject knowledge, different teaching styles and well structured activities that capture pupils' interest. Well deployed teaching assistants provide skilled support, particularly in ensuring that pupils with additional needs progress well. In most lessons, staff use information and communication technology (ICT) effectively, although little use by pupils of ICT was observed. Progress is slower when pupils spend too long listening to the teacher and are not given enough time to put their learning into practice and to develop their spoken language skills. Good assessment systems provide clear information about each pupil's progress. This is used well to plan and adapt activities for different needs and abilities, and to target additional help where needed, ensuring that progress is consistently good. Pupils know their individual targets and what they are aiming for, and say that teachers' marking shows them how to improve their work.

Curriculum development and review has improved the approach to teaching literacy in order to boost writing. This has yet to impact on other subjects to ensure that pupils have sufficient opportunities to develop literacy and numeracy skills across the curriculum. Planned opportunities for pupils to improve their speaking and listening skills are limited. Good enrichment adds to pupils' enjoyment of school, including specialist sports and music teaching and a modern foreign language. Visits provide first-hand experiences that pupils might not have otherwise. Enterprise education, for example, through the local schools partnership, is strong and contributes well to pupils' future economic well-being. Pupils are keen to attend after-school clubs and have an exciting range from which to choose.

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The school is an extremely welcoming, well maintained and attractive learning environment. Exemplary standards of care, guidance and support are evidenced by the way that despite the very large number of pupils, staff know each one as an individual. Pupils, parents and carers have high levels of trust and confidence in the staff. There are striking examples of provision to enable the most vulnerable pupils to participate fully in school life. For example, staff are employed at lunchtimes specifically to look after a small group of pupils with very particular needs. Strong links with all professional and external agencies benefit pupils and their families, particularly those facing challenging circumstances. Thorough and sensitive induction and transition arrangements ensure that pupils enter the school and move to the next stage of their education confidently.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### **How effective are leadership and management?**

Leadership and management are fully delegated and well-structured. Ambitious, challenging targets for the school and for pupils are based on thorough analysis of assessment information. For example, leaders' recognition of the need to reorganise the Early Years Foundation Stage resulted in a rapid rise in attainment. Leaders and their teams carefully evaluate outcomes and draw up action plans for improvement. Rigorous monitoring of teaching and learning provides the basis for performance management and professional development, resulting in consistently good quality teaching. Other areas identified for action have yet to be completed, including reviewing and developing all aspects of the curriculum. Governors ensure that pupils are safe and bring useful community links, but are not fully active in evaluating the school's performance. Pupils' strong sense of safety and their confidence in the staff show that the school successfully ensures there is no discrimination. Sensitively targeted support for those with additional needs ensures that all pupils have equal access to all activities.

Relationships with parents and carers are highly positive; one parent described this as a 'partnership'. The school reaches out to involve and help them support their children's learning. Partnerships with professional agencies, the local authority and other schools provide strong support for pupils' learning and well-being and enable staff to share good practice. The local School Sports Partnership and the nearby Saudi Arabian school offer activities the school alone cannot provide. Good safeguarding arrangements effectively ensure that pupils feel really safe in the school buildings and around the site and know

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what to do if they have a concern or problem. Child protection training is up-to-date and procedures understood by all adults. An audit of community cohesion arrangements means that the school understands the local community well. The school itself is a harmonious community, but only the faith aspect of other communities in the wider world has been explored, thus pupils have limited knowledge of communities beyond their own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children start nursery with exceptionally low skills, and many do not speak English. Recent reorganisation of the provision has resulted in a dramatic rise in attainment. Children now progress well in all areas of learning, most particularly in their personal and social skills and in learning to speak English. They have a lot to cover, however, and by the time they move to Year 1, many children have not met all the expectations for their age.

Key workers in the nursery form very strong links with families, and parents and carers are very positive about the provision. Children feel very secure in the warm, welcoming environment and are soon exploring the exciting activities. Good teaching is based on a secure knowledge of the curriculum for young children. Activities are very thoroughly planned to provide an appropriate balance between activities led by adults and those the children choose independently. Children are happy in the setting and show great delight in all they do; when icing cakes, one child exclaimed, 'Oh, this is going to be so exciting!' Themes exploring familiar everyday activities, such as shopping, cooking, and entertaining, are all used to develop language and number skills, and encourage the



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children to become increasingly independent learners. The indoor and outdoor learning areas are excellent resources. However, the location of one reception class limits access to the outdoor area.

Learning is carefully monitored, ensuring that each child's particular needs are met, so that they all progress well and their achievements are recorded and celebrated. The staff work as a strong team under the very skilled guidance of the Early Years Foundation Stage leader. Together, they have established high expectations and good systems for meeting the learning, welfare and developmental needs of every child. Future plans include further accelerating children's progress in acquiring language skills.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The proportion of parents and carers returning questionnaires was low. Their responses were very positive and reflected the inspection findings. All those responding agree that their children enjoy school and are kept safe. The overwhelming majority are happy with their child's experience at the school, feel that they are making enough progress and think the teaching is good. A very small minority do not feel they are kept informed about their children's progress and some are unhappy with arrangements for changing for physical education lessons.

Inspectors found that information about children's progress is provided regularly, staff are always willing to arrange meetings with parents and carers. Arrangements are made for boys and girls to change for physical education in separate areas.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Byron Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 72 completed questionnaires by the end of the on-site inspection. In total, there are 695 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	65	27	35	0	0	0	0
The school keeps my child safe	43	56	33	43	0	0	0	0
The school informs me about my child's progress	34	44	38	49	5	6	0	0
My child is making enough progress at this school	32	42	41	53	1	1	2	3
The teaching is good at this school	46	60	27	35	3	4	0	0
The school helps me to support my child's learning	34	44	38	49	0	0	2	3
The school helps my child to have a healthy lifestyle	34	44	39	51	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	36	39	51	2	3	2	3
The school meets my child's particular needs	28	36	45	58	2	3	0	0
The school deals effectively with unacceptable behaviour	41	53	31	40	1	1	0	0
The school takes account of my suggestions and concerns	33	43	38	49	2	3	0	0
The school is led and managed effectively	32	42	40	52	1	1	0	0
Overall, I am happy with my child's experience at this school	45	58	28	36	2	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 June 2010

Dear Pupils

Inspection of Byron Primary School, Bradford, BD3 0AB

Thank you for finding time to talk to us and helping us while we inspected your school. You made the team very welcome even though you were very busy. Year 3 were on a trip learning about World War 2, Year 4 went out to do some enterprise work and there were lessons, music, sports, clubs and active play times going on all the time. The monitors helped you move round the building safely and the Buddies made sure all the play equipment was tidied away! The inspectors were very impressed by how polite and friendly you are, and by your excellent behaviour. Your parents and carers are pleased you are very happy at school.

Byron is a good school with good teachers and leaders. The Nursery and Reception classes give you a good start to your education. You enjoy learning, work hard and are keen to try everything. The staff care for you all extremely well, especially those who need extra help, and you feel very safe in school.

The school leaders want you to aim high and are always looking to make the school even better, so I have asked them to:

- increase your language skills so that you use a greater variety of words and ideas in your writing
- give you more opportunities for you to use your literacy and numeracy skills in different subjects
- teach you about different lifestyles in the wider world.

I know you will be keen to help, so keep on 'reaching for the stars' in all you do!

Yours sincerely,

Mrs Kathleen McArthur

Lead Inspector

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