

Thornbury Primary School

Inspection report

Unique Reference Number	107222
Local Authority	Bradford
Inspection number	336835
Inspection dates	13–14 July 2010
Reporting inspector	John Dunne

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 of pupils on the school roll	680
Appropriate authority	The governing body
Chair	Mr David Ward MP
Headteacher	Mr Angus King
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons taught by 22 teachers. They held meetings with members of the governing body, staff and groups of pupils and held discussions with representatives of the local authority. They observed the school's work, and looked at documentation including data about pupils' progress, records of monitoring, school policies and improvement plans, safeguarding arrangements, the 357 questionnaires returned by parents and carers and the 96 returned by pupils.

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

- attainment in Key Stage 1
- whether recent improvements in attainment in Key Stage 2 are being maintained
- the progress of different groups of pupils including those with special educational needs and/or disabilities
- the effectiveness of leaders and managers in securing improvements.

Information about the school

Thornbury is a large primary school. The proportion of pupils known to be eligible for free school meals is nearly twice the national average. The proportion of pupils from minority ethnic groups is high and the proportion of those learning English as an additional language is above average. However, the vast majority of these pupils are not at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average. The number of pupils joining or leaving the school other than at the usual times is above average. The school has gained several awards including the Financial Management Standard in Schools, Active Mark and Artsmark Silver.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The actions taken by the school to deal with some of the key issues raised by the last inspection have not been effective. The significant underachievement of a large majority of pupils over a sustained period has arisen because the quality of teaching overall is not good enough, too many lessons provide insufficient challenge for pupils of middle and high ability, and leaders and managers at all levels have been unable to take effective action to eliminate underachievement.

From mostly low starting points, children make good progress because of the good teaching in Nursery and Reception classes and enter Year 1 with skills and abilities slightly below those expected for their age. In Key Stage 1, this good progress is not built upon. Pupils' attainment at the end of Key Stage 1 has remained exceptionally low since 2008 and shows no sign of improvement. In Key Stage 2, previously low attainment and rates of progress improved in 2009, but have fallen back. Taken overall, pupils' attainment in Year 6 has not improved over the past three years. The higher than average number of pupils joining or leaving the school at times other than the usual has proved challenging for the school.

Leaders have achieved some success. Attendance has risen and is now broadly average. The school has been effective in engaging many parents and carers in the wide range of community projects. They have also developed a harmonious school community where pupils from a wide range of backgrounds and cultures socialise very well. Pupils feel well supported and cared for. Safeguarding procedures are good. Pupils' behaviour is good and their understanding of moral issues is well developed.

Governors are supportive of the school's work but have failed to challenge its leaders about the low achievement and poor quality of teaching over a considerable period of time. Self-evaluation is weak. Senior leaders have an over-optimistic view of many of the school's outcomes and the systems to monitor and evaluate the quality of teaching are ineffective. Most middle leaders have little understanding of the school's performance, are not sufficiently empowered and do not have the skills to hold others to account. Systems are in place to monitor pupils' progress, but are not effectively used to arrest underachievement or to give pupils advice on what they need to do to improve. Inspection evidence indicates that pupils continue to underachieve. Most of the key

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priorities for improvement highlighted at the last inspection have not been adequately tackled. These significant and long-term shortcomings and the school's inaccurate view of its effectiveness demonstrate insufficient capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress in learning in Key Stages 1 and 2, and in all subjects, by:
 - ensuring that all teaching promotes consistently good learning
 - making lessons more challenging, particularly for pupils of middle and high ability
 - ensuring that all teachers use the assessment of pupils' attainment to plan lessons more effectively
 - providing better guidance for pupils on how they can improve their work.
- Improve the effectiveness of senior leaders, by:
 - ensuring that monitoring and evaluation systems accurately identify the school's strengths and areas for development and lead to effective strategies to tackle weaknesses
 - developing more robust systems for monitoring the quality of teaching and learning.
- Enable middle managers to be more effective in tackling underachievement, by:
 - ensuring that they have an accurate picture of the school's performance
 - providing them with further training to develop their leadership and management skills
 - giving them more opportunities to monitor teaching and learning and to tackle weaknesses, by holding other staff to account.
- Ensure that the governing body holds the school to account more fully for the quality of provision and outcomes for pupils.

Outcomes for individuals and groups of pupils**4**

In some lessons, good and outstanding teaching challenges pupils and they are eager to share ideas. They develop skills at a rapid pace. For example, in an outstanding art lesson, pupils' imaginative responses were rapidly channeled into highly effective group work, drawing together a wide range of skills. However, in too many lessons teaching is not well matched to pupils' interests and abilities, particularly for those of high and middle ability. In others, teachers spend too long directing the lesson, pupils become bored and learning slows. As a result, most pupils make inadequate progress and current attainment at the end of Year 6 is well below average. However, progress for pupils with special educational needs and/or disabilities is satisfactory due to the quality of the additional support they receive. Achievement and the enjoyment of learning for the majority are inadequate.

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Most pupils feel safe and bullying is not an issue. They are confident that adults effectively deal with any matters that worry them. Pupils' behaviour around school and in lessons is good and at times very good. Pupils know how to recognise dangerous situations, including those relating to new technologies. They explain the benefits of exercise and healthy eating and many take part in the wide range of opportunities for physical activity. Pupils experience good opportunities to engage with the local community.

Pupils collaborate and also work well independently in lessons. However, despite their confident social skills and average attendance, attainment is lower than it should be and pupils are not prepared adequately for their future education. Pupils have a good moral understanding in the way they show consideration for others and a clear sense of right and wrong. They show a good understanding of the traditions and cultures of people from different backgrounds and religions. Pupils of all backgrounds and ethnicity cooperate and socialise well.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

¹ 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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Too much work is not targeted at an appropriate level, particularly for more-able pupils. Not all teachers make effective use of the good range of information that is available to them, about pupils' progress and attainment, in order to tailor activities to pupils' varying needs. Expectations are frequently too low. Often, pupils are provided with work that is too easy and with the same level of challenge, regardless of their ability and need. The quality of marking varies widely. In many books, there is little evidence that pupils are guided on how to improve their work.

The curriculum was reviewed recently to enable common themes to link subjects together to promote improvements in pupils' basic skills. However, this has not raised attainment or accelerated progress in English and mathematics, and pupils' performance in science has declined significantly. Consequently, the curriculum is inadequate overall. However, some aspects of the curriculum have had a positive impact, including the good range of extra-curricular enrichment opportunities that help pupils to enjoy their time at school.

This is a caring school. Strong, well-organised pastoral systems ensure that pupils' personal development is closely monitored and that support is provided where need is identified. Targeted guidance and support have resulted in significant improvement for pupils with special educational needs and/or disabilities and they now make better progress than their classmates. The school has been particularly effective in supporting pupils who are poor attenders, significantly reducing the number of pupils who are persistently absent. Good arrangements for transition ensure pupils are confident when they join the different key stages and move on to secondary education.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	2

How effective are leadership and management?

While the school's intention has been to raise attainment, the strategies adopted have had little impact since the last inspection. The drive to raise attainment is not embedded and leaders and managers do not monitor teaching and learning rigorously enough. Leaders do not effectively evaluate the impact of actions taken, nor do they robustly hold teachers and teaching assistants to account for pupils' performance. Although there was an improvement in attainment in 2009, this has not been sustained. Middle leaders have little understanding of the school's strengths and significant weaknesses and play little part in monitoring and holding others to account. The governing body is supportive but does not hold leaders to account and does not question sufficiently the shortcomings

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in the school's performance.

Leaders promote community cohesion well. Plans have been effectively implemented and have resulted in a very calm and harmonious community. Pupils of all backgrounds, religious beliefs and cultural heritages and their families are valued equally. Pupils show a good understanding of national and global issues.

Policies and procedures ensure the elimination of all forms of discrimination and harassment. The school strives to ensure all have full access to all the school provides. However, with variability in the quality of teaching not all pupils achieve equally well. Because of this inconsistent picture, equality of opportunity overall is inadequate.

Leaders and governors take great care to ensure that procedures for child protection and safeguarding pupils, including staff training and risk assessments, are effective. They ensure that all safeguarding and health and safety procedures are rigorous. Links with parents and carers are good. The school does a considerable amount to support pupils and their families. There is a comprehensive programme of education and training opportunities to help parents and carers understand how they can support their children's learning and support the work of the school. This highly positive relationship has been particularly effective in improving the achievement of pupils with special educational needs and/or disabilities and the progress of children in Nursery and Reception. Links with other agencies help to support the more potentially vulnerable pupils. Other than these partnerships, the school does not make enough links that lead to worthwhile improvements in pupils' achievement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

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Children are exceptionally well cared for and enjoy a good range of interesting activities in the well-planned and well-resourced spaces. Effective teaching makes learning exciting. Many of the tasks have been skilfully designed to motivate and interest children, for example, hunting for insects with magnifying glasses and planting flowers and vegetables and learning about them as they grow.

The majority of children enter the nursery with skills which are below and sometimes well below those expected for their age. Overall, children are close to expected levels for their age by the start of Year 1 and this represents good progress. Adults go to considerable lengths to involve parents and carers. As a result, parents and carers are extremely well informed about their child's progress and many spoke very positively of the way they are encouraged to become effective partners in their child's learning. The needs of those with special educational needs and/or disabilities are well met ensuring they make good progress. Children gain an excellent understanding of how to stay safe and healthy.

Leadership is effective and ensures that the detailed records of assessments of all the children are maintained well. These illustrate the good knowledge that staff have of each child. Progress is well recorded and the information is used to effectively plan for the next steps in learning. Effective teamwork enables all staff to be actively involved by familiarising themselves with all aspects of planning and assessment for all stages of learning. Staff have a good understanding of the strengths and areas for development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Over half of the parents and carers responded to the questionnaire with most supporting the work of the school. Inspectors endorse the views of the overwhelming majority who think that school keeps pupils safe and that they enjoy school. Inspectors also endorse the view expressed by a very small minority of parents and carers that pupils are not making enough progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Thornbury 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 357 completed questionnaires by the end of the on-site inspection. In total, there are 680 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	186	52	159	45	5	1	3	1
The school keeps my child safe	194	54	148	41	7	2	3	1
The school informs me about my child's progress	168	47	171	48	13	4	3	1
My child is making enough progress at this school	130	36	189	53	24	7	2	1
The teaching is good at this school	161	45	179	50	9	3	2	1
The school helps me to support my child's learning	148	41	188	53	15	4	2	1
The school helps my child to have a healthy lifestyle	138	39	194	54	15	4	3	1
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)	142	40	180	50	16	4	4	1
The school meets my child's particular needs	126	35	212	59	13	4	2	1
The school deals effectively with unacceptable behaviour	149	42	177	50	20	6	6	2
The school takes account of my suggestions and concerns	115	32	209	59	21	6	4	1
The school is led and managed effectively	142	40	190	53	13	4	2	1
Overall, I am happy with my child's experience at this school	180	50	158	44	9	3	4	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



16 July 2010

Dear Pupils

Inspection of Thornbury Primary School, Bradford, BD3 7AU

I am writing on behalf of the inspectors who visited your school recently. Thank you for the warm welcome you gave us and for showing us such courtesy. Here is what we found:

- some things are good, such as your behaviour, your good attitudes in lessons and the way everyone gets on with each other so well
- your teachers look after you and care for you well
- the youngest children in school get off to a great start in Nursery and Reception classes and make good progress in their learning.

At the moment, Thornbury is not doing as well as it should. Therefore we have placed it in what we call 'special measures'. This means that other inspectors will come back to check that your school is making progress in improving things. We have asked the headteacher, senior leaders, teachers and governors to:

- improve teaching so it is all good or better: teachers need to give many of you more challenging work so everyone can do their best
- make sure all teachers give you better guidance on how to improve your work
- improve the way the school is led and managed by checking more accurately what is going on
- sharpen the way that governors ask questions about how well things are going in school.

You can all help too. For example, if you think your work is too easy, tell your teacher.

I wish you all the very best for the future.

Yours sincerely,

John Dunne

Lead Inspector

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