

# Princeville Primary School

## Inspection report

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<b>Unique Reference Number</b>	107239
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336839
<b>Inspection dates</b>	24–25 November 2009
<b>Reporting inspector</b>	David Matthews

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>	467
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mohamed Salim
<b>Headteacher</b>	Mrs Sara Rawnsley
<b>Date of previous school inspection</b>	2 July 2007
<b>School address</b>	Willowfield Street Bradford West Yorkshire BD7 2AH
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 17 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, scrutinised pupils' books and looked at documents including those relating to safeguarding, pupils' progress and the monitoring of teaching. A total of 141 completed parental questionnaires were received.

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

- the school's effectiveness in enabling the most-able pupils to gain the higher Level 5 in English, mathematics and science by the end of Key Stage 2
- the school's evaluation of the progress of pupils with special educational needs and/or disabilities
- the accuracy of the assessment of children's attainment at the end of the Early Years Foundation Stage.

## Information about the school

Princeville is a larger than average primary school. Almost all the pupils are from minority ethnic backgrounds, predominantly Pakistani, and the overwhelming majority speak a language other than English at home. A higher than average proportion of pupils is entitled to free school meals. The Early Years Foundation Stage provision consists of a Nursery and Reception classes. The school's nationally recognised awards include the Healthy Schools Award and the Basic Skills Mark.

**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

Princeville Primary is a good and improving school because the headteacher provides outstanding leadership and has the support of the staff, governors and the vast majority of parents in an effective drive to improve standards. As one parent put it, 'The headteacher has helped improve standards'. At the time of the last inspection, pupils were making satisfactory progress. Since then, the headteacher and senior staff have improved the quality of teaching to good, so that the vast majority of pupils now make good progress. The improved quality of teaching accounts for the steadily rising trend in attainment at the end of Key Stage 1. While teaching and learning are equally good in Key Stage 2, it is taking time for the impact to be seen on standards at the end of the pupils' four years in this key stage. Nevertheless, standards are broadly average in Year 6. However, too few pupils reach the higher Level 5 in English, mathematics and science. Good levels of challenge for the more-able pupils, together with marking and other feedback to help pupils to improve, are features of most teaching. Nevertheless, they are not integral to all lessons. Pupils' progress in writing is good. However, there are inconsistencies in their acquisition of skills in handwriting, presentation and punctuation that prevent achievement from rising even more rapidly. While there are opportunities for pupils to apply and extend their writing skills across the curriculum, these are not extensive enough to accelerate progress.

There are excellent links with other partners for promoting pupils' learning and well being; the school engages well with parents, and is at the heart of the community. Governors have developed their role and their effectiveness is now good. Pupils behave well, feel safe and they contribute well to the school community. Most develop healthy lifestyles and their spiritual, moral, social and cultural development is good.

The school has rigorous self-evaluation procedures that give it a very clear picture of what is working well and what still needs to improve. It has focused effectively on the issues identified at the last inspection. There has been a marked improvement since then in aspects of the school's provision, including in the curriculum and in the effectiveness of Early Years Foundation Stage, both of which are now good. The school's effective action to improve provision, its keen focus on aspects still to improve and the continued drive to improve further give the school good capacity to sustain its improvements.

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

- Increase the number of pupils achieving Level 5 in English, mathematics and science by the end of Key Stage 2 by:

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- ensuring that the more-able pupils are consistently well challenged and supported in all lessons throughout the school
- making sure that teachers' marking and other feedback is consistently helpful in moving on pupils' learning.
- Improve pupils' writing in Key Stages 1 and 2 by:
  - systematically and progressively building on their skills of handwriting, presentation and punctuation
  - providing more opportunities for pupils to apply and extend their writing skills across the curriculum.

**Outcomes for individuals and groups of pupils****2**

In lessons, pupils behave well and are keen to learn. Throughout the school, they have a good understanding of how they learn and they talk about the 'learning muscles' they use. Pupils show that they can work together well with 'talking partners' and in groups when discussing crime scenes, or artefacts relating to great explorers. Pupils respond well to challenges, especially when teaching is imaginative, when it includes practical tasks, and when pupils are required to take calculated risks with their learning.

Children start the Nursery with skills that are very low for their age. They make good progress in the Early Years Foundation Stage, so that by the end of Reception, their achievement is below average rather than well below. Pupils make good progress in Key Stage 1, reaching average standards by the end of Year 2. There has been a marked rising trend in standards over recent years. Pupils in Key Stage 2 reach broadly average standards, but with a below average proportion reaching the higher Level 5 in English, mathematics and science. However, given pupils' standards when they begin Key Stage 2 this represents good progress, even for the more-able. Annual, national Year 6 test results show that mathematics is the strongest subject, though even here few pupils reach the higher Level 5. Currently, standards in Year 6 are broadly average overall. Pupils use their imaginations well in their writing and clearly know what to do to reach the next level, though there remain some historical weaknesses in handwriting, presentation and punctuation.

Direct observation of the learning of pupils with special educational needs and/or disabilities, together with the school's records, show that their progress is good. The school's evaluation of their progress was initially modest. Pupils learning English as an additional language also make good progress.

Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of other people's feelings and beliefs and show respect for them, so that the school is a happy and harmonious place. The vast majority of pupils say that they feel safe and that bullying is rare. They know how to stay safe, including when using the internet. Pupils have a good understanding of how to keep fit and healthy, although a few parents think that the school meals are not as healthy as they might be. Attendance is broadly average. Pupils make a good contribution to the school community. They

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value their school and willingly take on responsibilities as 'buddies'. Other pupils appreciate the care that the buddies show them. Pupils take part in school council activities and roles that give them a heightened awareness of environmental issues, including recycling. They are well equipped with the personal qualities that they will need for the future. Most pupils make good progress in most basic skills and they greatly benefit from enterprise projects such as 'the apprentice', which gives them a good understanding of managing money, economics and business.

*These are the grades for pupils' outcomes*

<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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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 is good and pupils make good progress as a result. It effectively encourages pupils' good behaviour and positive attitudes to learning. A wide range of teaching styles, including the use of interactive whiteboards and 'talk partners', captures pupils' imagination. Teachers have good subject knowledge and they give pupils a clear understanding of what they will learn. They ensure that pupils with special educational needs and/or disabilities, are well supported, and provide pupils who are learning English as an additional language with good encouragement and guidance. Teaching

<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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often provides a good degree of challenge for the more-able pupils, including grouping them in such a way as to effectively extend their learning. However, the degree to which more-able pupils are challenged in lessons is inconsistent through the school. Where teachers' marking is most helpful, it makes clear to pupils what they need to do to improve their work. Where it is less rigorous, pupils are left in some doubt about how to move their learning on.

The curriculum is vibrant, innovative and creative and effectively meets the needs and interests of all pupils, providing them with memorable experiences. Pupils particularly enthuse about what they call 'outdoor education'. The curriculum effectively promotes all aspects of pupils' personal development. Links with other schools make a good contribution to pupils' understanding of different cultures. Strong emphasis is placed on developing numeracy and literacy skills. Effective and imaginative arrangements are in place to ensure pupils are well motivated to write. They speak positively about strategies such as 'Rainbow writing' that the school has introduced to support learning. Nevertheless, inconsistencies affect the progression of pupils' handwriting, presentation and punctuation skills and prevent their good progress from being even better. Pupils apply their writing skills in a range of other subjects including science, where they describe their investigations, but opportunities to extend their skills across the full range of subjects are not fully exploited.

Well organised arrangements for the care of all pupils contribute to their good development and well-being and support their learning well. The school provides a welcoming learning environment for individuals and all groups of pupils, including those who are vulnerable. Pupils feel well cared for and say 'We have buddies at playtime that help lonely children'. The school has taken effective steps to promote attendance, including the deployment of additional staff to work with families. Staff effectively guide pupils to improve their work through an awareness of what they need to do to achieve the next level.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher has successfully led the school's concerted and effective efforts to drive improvements. She has successfully embedded a culture of ambition amongst staff, governors and increasingly amongst parents. Careful monitoring has led to improvements in teaching and consequently to pupils' learning and achievement. Not

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afraid to grasp the nettle, she both challenges and supports staff. Governors are central to the school's self-evaluation and are, therefore, true partners in identifying successes and what most needs to improve. They are well informed about pupils' progress and are well equipped to challenge, as well as support the school. Governors are working closely with the school to further develop the good partnership with parents, notably in further promoting pupils' good learning.

The school promotes equality of opportunity well. In a setting where everyone is valued, the performance of all groups of pupils has improved since the last inspection. Although more able pupils make good progress, the school has identified that improvements can be made in the standards that these pupils reach, and it has good strategies to ensure that this happens.

Arrangements for safeguarding pupils are thorough. Robust arrangements ensure those working with pupils are vetted and there are clear policies and procedures for risk assessment. Visitors are challenged appropriately and measures are in place for making the school site as secure as possible.

The school promotes community cohesion well. Effective arrangements promote positive links with local mosques, and parents are increasingly comfortable to engage with the school because of the encouragement and support provided. Pupils from different backgrounds get on noticeably well with each other. The headteacher is highly committed to working in partnership with outside agencies and participates fully and actively in developing, implementing and taking a leading role in a range of local activities. The partnerships significantly strengthen the school's leadership and benefit pupils in ways that could not otherwise be provided. Not least of these benefits are the 'outdoor and adventurous education' and 'forest school' that have had measurable benefits to pupils' achievement and well-being.

*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>2</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>1</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>2</b>



<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress across all areas of their learning and development in the Early Years Foundation Stage. They thoroughly enjoy their experiences, effectively sustain concentration, and behave well. Relationships with adults are particularly strong. Children feel safe and they know about 'stranger danger'. They particularly enjoy the many good opportunities to learn outdoors and are happy in the fresh air even on damp days. They are effectively encouraged to think about the effects of exercise and the importance of eating healthily, and they know that sweets are bad for their teeth. The good quality learning environment stimulates and excites the children's imagination, and there is a good balance of adult-led activities and opportunities for children to choose activities for themselves. Assessments are regular and used well to plan appropriate learning experiences for individual children. Assessments of children's attainment at the end of Reception have not been completely accurate in the recent past. However, the school has recognised this and is effectively addressing the issue. Children with additional learning needs are identified early and their needs swiftly met. The setting is well led, staff work very well as a team and self-evaluation provides a clear and accurate focus for improvements. The school has embraced the new requirements for children in this age group and it gives careful thought to new practices, carefully monitoring their impact and effectiveness. Parents are not yet fully involved in their children's learning, and staff are looking at ways to develop parental involvement.

*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

Parents were overwhelmingly positive about the school in their questionnaires. There is no pattern in the very small number of less positive responses. Typical of the positive comments are:

'The headteacher has played a vital role in getting support from parents to help the children', 'the leadership of the school has clear plans and a strong focus on improving standards' and 'they have made big steps in improving, and in the next 2/3 years this will continue and hopefully the school will be the envy of Bradford.'

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Inspectors agree that the school has improved and that it is well placed to continue to do so.

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

Ofsted invited all the registered parents and carers of pupils registered at Princeville 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 141 completed questionnaires by the end of the on-site inspection. In total, there are 467 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	67	46	33	0	0	0	0
The school keeps my child safe	97	69	42	30	0	0	0	0
The school informs me about my child's progress	86	61	49	35	1	1	1	1
My child is making enough progress at this school	75	54	58	41	2	1	1	1
The teaching is good at this school	79	56	60	43	1	1	0	0
The school helps me to support my child's learning	73	52	59	42	1	1	3	2
The school helps my child to have a healthy lifestyle	61	44	69	49	3	2	4	3
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)	62	44	65	46	2	1	0	0
The school meets my child's particular needs	65	46	67	48	3	2	1	1
The school deals effectively with unacceptable behaviour	70	50	61	44	4	3	1	1
The school takes account of my suggestions and concerns	60	43	71	51	2	1	1	1
The school is led and managed effectively	75	54	61	44	0	0	1	1
Overall, I am happy with my child's experience at this school	88	63	51	36	0	0	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



26 November 2009

Dear Pupils

Inspection of Princeville Primary School, Bradford, BD7 2AH

Thank you for making the team of inspectors welcome and for being so friendly and polite when we visited your school. We enjoyed talking with you and watching you use your 'learning muscles' in your lessons. I am writing to tell you what we found out. You told us that you particularly like the outdoor education at your school, and you said that behaviour is mainly good. You said you know how to stay healthy and you are aware of what sort of things to eat. Many of you said that you are proud of your school.

There are many good things at your school. Here are some of them: adults take good care of you; you are taught well; the headteacher, staff and governors have helped to improve your school and they want to make it even better; most of your parents are very happy with the school, you make good progress; you try hard and you take pride in your school.

While these aspects of your school are good, the inspectors think that a few things could be even better. We have asked the headteacher, other staff and governors to improve the school further by:

- helping more of you who learn quickly and easily to reach Level 5 in English, mathematics and science by the end of Year 6
- making sure that when teachers talk to you about your work and mark it they always give you the best possible help so you know exactly how to make your work better in future
- helping you to get better and better with your handwriting and punctuation as you move from class to class
- giving you more chances to practice your writing skills in different subjects.

You can help by continuing to come to school regularly and trying as hard as usual with your work. Thank you once again for helping the inspectors.

Yours sincerely

David Matthews

Lead inspector

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