

# Priestthorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	107257
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336847
<b>Inspection dates</b>	26–27 April 2010
<b>Reporting inspector</b>	Kathryn Dodd

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>	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Meer
<b>Headteacher</b>	Mrs Kathryn Spragg
<b>Date of previous school inspection</b>	18 June 2007
<b>School address</b>	Mornington Road Bingley West Yorkshire BD16 4JS
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<b>Email address</b>	office@priestthorpe.bradford.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons or part lessons and nine teachers were observed. The inspectors held discussions with staff, groups of pupils, governors and with parents. The inspectors observed the school's work, including a review of improvement plans; the systems for tracking pupils' progress and monitoring the quality of teaching, records demonstrating arrangements for safeguarding and a sample of pupils' work. The inspectors analysed 51 questionnaires from parents or carers, 107 questionnaires from pupils and 17 from staff.

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

- the rate of progress between Years 3 and 6, particularly in mathematics and writing and for the more able pupils
- the consistency of the quality of teaching, especially between Years 3 and 6 and how well teachers use assessment information
- how effectively the curriculum enables pupils to develop their literacy and numeracy skills and meets the needs of more able pupils
- the arrangements for informing parents about how their children are getting on
- how effectively leaders at all levels, and the governors, contribute to reviewing pupil progress information, self-evaluation processes and driving improvement.

## Information about the school

Most of the pupils at this slightly larger than average sized school are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities has been increasing and is now is above average, but the proportion of pupils with a statement of special educational need is average. An average proportion of pupils are known to be eligible for a free school meal. Provision is made for the Early Years Foundation Stage in the Nursery and Reception classes. The school holds a number of awards, including Artsmark Gold and Activemark. It has also achieved Healthy School status. Since the previous inspection, there have been significant levels of staff change. The headteacher remains in post.

**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?**

**3**

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

**2**

## Main findings

This is a satisfactory school. It has many good features, such as the particularly good start with learning in the Nursery. The way in which each child is cared for and nurtured reflects the warmth and care that radiates from staff. Pupils behave well, are polite, and a high level of mutual respect and courtesy pervades. Parents and carers particularly appreciate the warm and welcoming approach from staff, and the array of after-school and themed activities which provide fun and enjoyment.

From their below average starting points, pupils make good progress to reach above average attainment by the end of Year 2. In recent years, progress between Years 3 and 6 has been inconsistent and, for some, too slow. As a result, attainment by Year 6 has been broadly average. However, progress is accelerating. It is now satisfactory, and, for some pupils, good. This turnaround reflects recent improvements in the quality of provision, particularly teaching, which is good. In the best lessons, teachers' expectations are very high, the activities provided tightly match pupils' capabilities, and they challenge more able pupils well. Furthermore, pupils are clear about what exactly they need to do to reach their learning targets. Although staff are eager to try out new initiatives, the aforementioned best practices are not yet consistently well applied across all classes. Recent curriculum changes are also helping to accelerate progress. In writing, however, progress is sometimes hampered by a lack of opportunities for pupils to practise their skills as part of work in other subjects or for more able pupils to develop their capabilities.

Since the previous inspection, numerous staff changes, including at senior level, have held back efforts to bring about improvement. The responsibility for improvement, particularly for evaluating school performance, has rested heavily on the shoulders of the headteacher. In recent months, however, the pace of change has gained momentum. The appointment of the deputy headteacher, along with a revised and clearer distribution of responsibilities has considerably strengthened leadership capacity. Some leaders and governors are still developing their skills, such as reviewing pupils' progress, and contributing to self-evaluation procedures. However, school leadership has a clear and accurate understanding of the school's strengths and weaknesses. This includes an accurate and realistic view of pupils' achievement. There is absolutely no complacency about the task ahead. Decisive actions are tackling remaining weaknesses successfully in order to secure improvement and as a result pupils' progress is accelerating. These factors, along with the improved quality of teaching, combine to demonstrate that there is a good capacity to improve further.

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

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- Accelerate pupils' progress to a consistently good rate, particularly between Years 3 and 6, in writing and for the more able pupils, by making sure:
  - teachers consistently provide activities that meet pupils' varying learning needs, especially to challenge more able pupils
  - pupils are clear about their precise learning targets and what they still have to do if they are to reach them
  - more opportunities are provided for practising writing skills in other subjects.
- Improve the effectiveness with which middle leaders and governors analyse pupils' progress and contribute to self-evaluation processes by:
  - extending the system used to track pupils' progress so that that it is easier to identify if pupils are on track to reach challenging learning targets
  - developing their skills so that the responsibility for driving improvements forward can be shared more equally.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 visit.

**Outcomes for individuals and groups of pupils****3**

Achievement is satisfactory and, overall, progress, including for pupils with special educational needs and/or disabilities, is satisfactory. In lessons, pupils behave well, are attentive, keen to learn and respond enthusiastically to the teachers' questions. Pupils work at a good pace, particularly when working alongside adults or collaboratively. Their concentration occasionally drifts when working independently or when the work provided is insufficiently challenging. Attainment currently in Year 6 is broadly average and similar to the nationally published results in 2009. However, there is almost double the proportion of pupils in this cohort with special educational needs and/or disabilities. Their attainment reflects satisfactory progress from their previously lower starting points. Even so, despite rapid gains made this year in Year 6, some pupils are not on track to reach their learning targets as they are still making up for previous lost ground. School data and inspection evidence show that progress between Years 3 and 6 is speeding up, particularly in mathematics. In English, attainment is higher in reading by both Year 2 and Year 6. Addressing weaknesses in writing is already a school priority. Pupils learn together in a warm and friendly community. Their good understanding of healthy lifestyles shows in their eagerness to participate in the good range of sporting activities on offer. Pupils say they feel safe and appreciate the 'anti-bullying surgery' facility if needed. Pupils enthusiastically take on responsibilities such as school councillors and play leaders. Opportunities for contributing to and engaging with others beyond school are still developing. Pupils' good enjoyment of school reflects in their consistently above average attendance. This, along with the confidence, maturity and ease with which they work collaboratively and communicate with adults demonstrates that they are well prepared for their future.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Warm relationships, good organisation, and effective use of computerised teaching boards are strong features of lessons. High expectations of pupils' achievement, practical and engaging activities, the setting of pupils into ability groupings and a more settled period of staffing, are all contributing to pupils' improving progress. Pupils' skills are regularly and accurately assessed. This information is now used effectively to deploy support staff carefully and sensitively and ensure that activities match pupils' varying needs. Even so, activities for the more able pupils are sometimes insufficiently challenging. Successful adaptations to the curriculum are also helping to bring about improvement. In mathematics, for example, there are good opportunities to develop mental calculation skills and apply them through solving problems. Opportunities for practising writing skills are well embedded within literacy lessons, but sometimes missed as part of work in other subjects. A good range of extra-curricular activities, opportunities to take part in themed activities, such as 'pirates day' and 'wonderful Wednesdays' all contribute well to pupils' enjoyment of school.

Staff provide very caring and sensitive pastoral support, making sure that the welfare

<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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needs of each child are kept in firm view and permeate through school life. Arrangements to meet the needs of individuals experiencing emotional difficulties are good. Effective partnerships with parents, external support agencies, and specialist staff, such as the learning mentor and parental involvement worker, ensure the guidance and support offered to pupils, and their families, are effective.

*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>
	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?**

In their quest to bring about improvement, leaders channel their efforts to good effect. They consult extensively with parents and carers and forge effective partnerships with others, such as external support agencies and other schools. Staff professional development, especially sharing best teaching practices, is a key priority. The rigorous monitoring of teaching and the setting of more challenging targets for pupils' learning are paying dividends. As a result, the quality of teaching is now good. Even so, this is yet to manifest itself in accelerating pupils' progress to a consistently good rate over time. Governors offer valuable support and are very knowledgeable about meeting statutory responsibilities. They, and middle leaders, are still developing the skills needed to hold the school to account fully for its performance.

A strong emphasis is placed on the inclusion of pupils, and parents comment that 'everyone is given an equal chance'. Procedures to pinpoint variances in performance and participation in school life are good. This demonstrates the school's commitment to providing equality of opportunity. Safeguarding procedures are good, contributing to the confidence that parents have in the quality of care. Rigorous attention is given to site security and making sure that from a very young age, pupils can spot potentially dangerous situations. The school makes a satisfactory contribution to community cohesion. It has a clear understanding of the school's context. The school's successes in this area reflect in pupils' good social, moral and spiritual development. Leaders are well aware that there remains scope to extend opportunities for pupils to engage with ethnically diverse groups within their local community and further afield.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2

<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	
<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>3</b>

### Early Years Foundation Stage

When children start in the Nursery or Reception classes, their knowledge and skills, although varying from year to year, are below those expected for their age. Learning gets off to a successful start and children make good progress. By Year 1, most children reach or exceed their learning goals, although slightly fewer children do so in reading and writing. Effective relationships are fostered between home and school. The very warm and caring relationships between adults and children and the provision of a good range of lively, stimulating and theme-based activities both indoors and out, such as, 'mini-beasts', ensures that children settle very quickly into school life and feel very happy and safe. Children are confident, eager and inquisitive young learners. They work and play successfully both independently and collaboratively. In the Nursery, adults work very effectively together to ensure that the information they collect about children's very small steps in achievement are used consistently well to provide activities that take account of what children already know and ask questions that challenge them to think hard. These best practices are becoming embedded in the Reception class. The headteacher has temporarily taken on responsibility of leading this phase of the school. Leaders are focusing correctly on extending the range of opportunities to develop reading and writing skills and to develop the skills of new staff in assessing children even more precisely.

*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



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## **Views of parents and carers**

Parents and carers are supportive of most aspects of the school's work. Almost all agree that their children enjoy school and are kept safe. A few expressed concern that 'the more able children do not always reach their full potential'. Inspectors agree. Good opportunities to challenge pupils thinking are often provided in literacy and numeracy lessons, opportunities in other subjects are sometimes overlooked. A minority indicated that written annual achievement reports do not always communicate their child's attainment and rate of progress sufficiently clearly or accurately. Recent consultation with parents and carers on this matter has already taken place and advanced plans are in hand to make improvements.

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

Ofsted invited all the registered parents and carers of pupils registered at Priestthorpe 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 243 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	55	21	41	1	2	0	0
The school keeps my child safe	25	49	25	49	1	2	0	0
The school informs me about my child's progress	20	39	27	53	4	8	0	0
My child is making enough progress at this school	17	33	23	45	7	14	2	4
The teaching is good at this school	20	39	27	53	1	2	2	4
The school helps me to support my child's learning	21	41	27	53	2	4	1	2
The school helps my child to have a healthy lifestyle	22	43	20	39	7	14	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)	22	43	23	45	3	6	0	0
The school meets my child's particular needs	19	37	25	49	4	8	1	2
The school deals effectively with unacceptable behaviour	11	22	30	59	5	10	4	8
The school takes account of my suggestions and concerns	22	43	19	37	5	10	4	8
The school is led and managed effectively	23	45	25	49	1	2	2	4
Overall, I am happy with my child's experience at this school	26	51	21	41	1	2	3	6

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.**



28 April 2009

Dear Pupils

Inspection of Priestthorpe Primary School, Bingley, BD16 4JS

Thank you so much for the very warm and friendly welcome you gave us when we inspected your school. We really enjoyed being part of your school community and finding out your views. I am writing to let you know what we thought. You go to a satisfactory school. By the time you leave at the end of Year 6, the standards that you reach are similar to those expected. We were particularly pleased to:

- see your good behaviour and attitudes and how proud you are of your achievements, for instance in celebration assemblies
- see you in your 'pirates day' costumes and hearing about the many chances you get to take part in similar exciting and fun activities, such as 'wonderful Wednesdays' – no wonder you told us you enjoyed school so much!
- hear that you are confident that all the adults care and support you well, particularly if you are having difficulties or are worried, so that you always feel safe
- find out that you know children can have very different views and how important it is to respect them.

So that your school becomes even better, I have asked that some further improvements be made. These are to:

- make sure you are always given work which makes you all think really hard
- give you more chances to practise your writing in other subjects
- make sure that you are all clear about what your learning targets are
- make sure that adults improve the way in which they check on your progress.

You can help by making sure that you tell your teacher if your work is too easy and by always checking what you still have to do to reach your learning targets. I send my very best wishes to you all for a very bright and successful future.

Yours sincerely

Mrs Kathryn Dodd

Lead inspector

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