

Addingham Primary School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 107286 |
| Local Authority | Bradford |
| Inspection number | 336857 |
| Inspection dates | 22–23 March 2010 |
| Reporting inspector | Kathryn Dodd |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 238 |
| Appropriate authority | The governing body |
| Chair | Mr Richard Millington |
| Headteacher | Mrs Jane Drake |
| Date of previous school inspection | 10 January 2007 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons or part lessons and 9 teachers were observed. The inspectors held discussions with staff, groups of pupils, governors, parents and external partners. 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 88 questionnaires from parents or carers, 134 questionnaires from pupils and 13 from staff.

- the rate of progress of the more able pupils, particularly in writing in Years 1 and 2 and in mathematics in Years 3 to 6
- how well teachers use assessment information to plan work that matches pupils' varying abilities
- how well the curriculum meets the needs of the more able pupils, particularly in mathematics and in writing
- the arrangements for informing parents about how their children are getting on
- how effectively leaders and governors contribute to evaluating pupil performance information and monitoring the consistency of provision
- the improvements the school has made since the previous inspection, particularly to the quality of teaching the curriculum and leadership.

Information about the school

Most of the pupils at this slightly larger than average sized school are from White British backgrounds. The number of pupils on roll in recent years has been declining. This has necessitated a number of ongoing changes in the organisation and groupings of classes and years groups. At present, pupils are taught in a mixture of single and mixed-age classes. The proportion of pupils with special educational needs and/or disabilities is well below average, as is the proportion entitled to free school meals. A before- and after-school service, managed by a private provider, operates on the school site and was not part of the inspection. The school holds the Artsmark, Activemark and Healthy Schools awards.

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

Addingham Primary is a good school. Pupils achieve well to reach consistently above and, sometimes well above average attainment by Year 6. In this harmonious, friendly, safe and welcoming setting, pupils demonstrate wonderful attitudes to learning and behave well. They are polite, courteous and respectful to adults and one another. They speak extremely knowledgeably about how to keep themselves healthy and say they feel very safe. Pupils are very keen to contribute positively to their vibrant school community. Parents and carers particularly appreciate the high quality of the learning environment both indoors and out, the warm and caring approach of staff and the outstanding range of enriching curriculum opportunities.

Children make good progress in Reception and, after this successful start, continue to learn well up until the end of Year 6. In English, between Years 3 to 6, teachers make good use of assessment information to provide well-matched activities and to direct their questions so that pupils, including the more able, are challenged. Older pupils are explicitly clear about what they need to do to reach their challenging learning targets in writing. As a result the proportion of pupils reaching the higher levels of attainment in English is significantly above average. These best practices are not yet consistently well embedded in mathematics or for younger pupils. The achievement of the more able pupils in mathematics is sometimes held back because there are not enough opportunities for them to apply their skills through solving problems. In Years 1 and 2, pupils are not always provided with enough opportunities to practise their skills of writing in other subjects or for the more able pupils to show their capabilities.

Since the previous inspection, the headteacher has successfully extended and developed the roles of other senior leaders. Together, they provide effective support in driving forward improvements. Through their effective monitoring, including of the quality of teaching, senior leaders are clear about where a few relative weaknesses remain. Furthermore, the improved rigour with which leaders track and analyse pupils' performance ensures that priorities are identified swiftly and precisely. They share an accurate evaluation of the school's effectiveness. Plans to extend their analysis to include the progress made by different groups, such as the more able pupils, are yet to be implemented. Precise accountability for reviewing various aspects of performance lacks clarity. Nevertheless, the good improvement since the previous inspection, reflected in the good quality teaching and curriculum, demonstrates that there is a good capacity to continue to improve.

What does the school need to do to improve further?

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- Increase the proportion of pupils reaching the higher levels of attainment, particularly in mathematics by Year 6 and in writing by Year 2 by:
 - ensuring teachers make consistently good use of assessment information to plan activities and tailor questions to challenge pupils' thinking
 - providing more opportunities for pupils to apply their mathematical problem solving skills and to practise their writing skills across the subjects
 - making sure pupils of all ages are clear about their precise learning targets and what they still have to do if they are to reach them.
- Improve the effectiveness with which leaders and managers analyse pupils' progress by:
 - extending established systems so that variations in the progress of the more able pupils can be identified more easily
 - establishing precise staff accountability for reviewing progress information.

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

Achievement is good. In lessons, pupils behave well, are very attentive, keen to learn and respond enthusiastically to teachers' questions. Pupils work at a good pace both when working independently or collaboratively. Their sustained concentration enables them to produce work of a good standard. Between Years 1 and 6, pupils, including those with special educational needs and/or disabilities, make good progress. In English, attainment is on a rising trend and is now well above average. This reflects the significantly higher than average proportion of pupils reaching beyond the nationally expected Level 4. Although attainment in mathematics is above average, fewer pupils reach the higher Level 5. Although the proportion of pupils on track to reach the higher Level 5 in mathematics is improving, it still lags behind. By Year 2, although the proportion of pupils reaching the higher Level 3 in reading and mathematics is above that expected nationally, in writing it is lower.

Pupils learn together in a harmonious and friendly school community. Their enjoyment of school is reflected in their consistently excellent attendance. Pupils are very proud of their school and are eager to contribute positively towards it. They relish many opportunities for taking on responsibilities, such as school councillors and young leaders. Pupils' outstanding understanding of healthy lifestyles shows in their eagerness to try out a wonderful range of sporting activities, such as break dancing and dodge ball. Pupils develop a very keen awareness of how to keep safe both in and beyond school. They say that they are confident that if problems or 'issues' occur, such as at playtime, they can resolve them. Pupils participate enthusiastically in activities aimed at improving their local environment. In consultation with the parish council, for example, they recently helped to design the local playground. Good opportunities for pupils to mix with others from ethnically and socially diverse groups beyond their locality ensure that they develop a respect and tolerance for the similarities and differences within modern society. The confidence, maturity and ease with which pupils discuss their learning

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sensibly together and with adults and with visitors, can work independently and collaboratively, along with their above average attainment, demonstrates that they are well prepared for their future.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 2 |
| 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 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers' enthusiasm, good organisation, very positive relationships, effective use of praise and the sensitive deployment of skilled support staff, all make a strong contribution to pupils' good progress. In English, good quality marking, along with ongoing dialogue throughout lessons, ensures that pupils are clear of what they need to improve, particularly between Years 3 to 6. In the best lessons, high expectations of the pace of learning, along with tailored individual questioning and activities that challenges pupils' thinking, ensures pupils are kept on their toes. These good practices however are not yet seen consistently across all classes.

The curriculum places a very strong emphasis on broadening and enriching pupils' everyday experiences. This includes an excellent range of extra-curricular activities, particularly in sport, which contribute very well to pupils' enjoyment. Successful

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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adaptations to the mathematics' curriculum, such as providing more opportunities to develop mental calculation skills, are helping to raise attainment further. Further adaptations however are still needed in order to boost pupils' ability to use and apply their skills through problem solving. Between Years 3 and 6, pupils have plenty of opportunities to practise their writing skills across the subjects. In Years 1 and 2, these opportunities are more limited, especially when completing worksheets.

Making sure that pupils are nurtured and cared for is a high priority. Good quality pastoral support is evident in daily practice and relationships are excellent. Pupils are very confident that they feel safe and parents agree. Very well thought out arrangements to ease the transition as pupils move from year to year ensures that learning continues at a good rate. Pupils with special educational needs and/or disabilities receive effective support from staff. This, along with the effective partnerships with external support agencies ensures that they make good progress.

These are the grades for the quality of provision

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

How effective are leadership and management?

Despite the additional challenges arising from the falling roll and a number of staff absences, the school has moved forward successfully. Attainment remains above average and is rising and progress has accelerated from satisfactory to good. The partnership with parents and carers is good. They particularly appreciate efforts to ensure they are consulted about proposed changes to class reorganisation. They welcome additional opportunities to find out about how children learn, such as in mathematics. Effective partnerships forged beyond school have helped to improve the quality of provision, such as providing staff professional development and to extend the curriculum, particularly in sport. A strong emphasis is placed on the inclusion of pupils. Making sure that the welfare needs of each child is kept in firm view and permeates through school life. Improved procedures to track pupils' progress identify quickly and precisely any variances in pupils' performance between classes, year groups and subjects. This demonstrates the school's commitment to providing equality of opportunity. Leaders are well aware that their next step is to improve the rigour with which they review the performance of different groups of pupils, such as the more able, and to clarify accountability for doing so.

The quality of governance is good. As well as offering unrelenting support, particularly in facilitating communication between school and home, they provide effective challenge.

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Safeguarding procedures are good, contributing to the confidence that parents and carers have in the quality of care. The school makes a good contribution to community cohesion. Effective links are well established within the wider local community and those further afield, including globally, are developing at a good rate. These reflect in pupils' good understanding, tolerance and respect for diverse cultures and social backgrounds different from their own.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| 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 | 2 |

Early Years Foundation Stage

Children come to school ready to learn. Their personal, social, emotional and language skills are above those expected for their age. Their skills in other areas, such as in reading and writing, are similar to those expected. Children make good progress so that, by Year 1, most children reach or exceed their learning goals, although slightly fewer children do so in reading and writing. Children settle quickly into school routines, playing a full and active part in school life. This stems from the effective relationships fostered between home and school, the warm and caring relationships between adults and children and the provision of a good range of lively, stimulating and theme based activities. Children learn in a welcoming environment and, as a result, feel very happy and safe. They are confident and eager young learners, working and playing both independently and collaboratively. Teachers make good use of the information they collect about children's small steps in achievement so that the various planned activities take account of children's varying needs. Occasionally however, learning for the more able children slows during whole class teaching sessions because the session is insufficiently challenging. Even so, effective leadership ensures that children's outcomes

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are good and that provision is adapted where it is in most need. Recent changes to the layout and organisation of the unit have helped to improve provision. Leadership is now focused correctly on extending the range of opportunities for children to further develop their skills in writing.

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

Parents and carers who returned questionnaires are very supportive of most aspects of the school's work. They overwhelmingly agree that their children enjoy school, are kept safe and overall are happy with their children's experience at school. A few parents and carers expressed concern that, 'Bright children, although doing well, could do better.' Inspectors agree. Although good opportunities are provided to extend and challenge the more able pupils beyond the classroom, opportunities to do so as part of day-to-day lessons are sometimes overlooked. The quality of communication between home and school, such as how parents and carers are informed of their children's progress, was also raised by a minority. While appropriate arrangements are in place for verbal communication of pupils' progress, there remains scope to improve the consistency of the quality of written annual reports to parents and carers. Leaders have already recognised this and advanced plans are in place to do so.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Addingham 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 238 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 57 | 65 | 30 | 34 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 56 | 64 | 31 | 35 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 31 | 35 | 52 | 59 | 2 | 2 | 1 | 1 |
| My child is making enough progress at this school | 38 | 43 | 41 | 47 | 6 | 7 | 0 | 0 |
| The teaching is good at this school | 47 | 53 | 39 | 44 | 1 | 1 | 0 | 0 |
| The school helps me to support my child's learning | 40 | 45 | 41 | 47 | 6 | 7 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 44 | 50 | 37 | 42 | 3 | 3 | 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) | 32 | 36 | 50 | 57 | 1 | 1 | 2 | 2 |
| The school meets my child's particular needs | 39 | 44 | 42 | 48 | 5 | 6 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 26 | 30 | 50 | 57 | 6 | 7 | 1 | 1 |
| The school takes account of my suggestions and concerns | 30 | 34 | 48 | 55 | 2 | 2 | 2 | 2 |
| The school is led and managed effectively | 30 | 34 | 43 | 49 | 6 | 7 | 4 | 5 |
| Overall, I am happy with my child's experience at this school | 47 | 53 | 39 | 44 | 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"> ■ 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.



Dear Pupils

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 good school. By the time you leave at the end of Year 6, the standards that you reach are higher than expected and you make good progress. We were particularly pleased to:

- see your good behaviour and wonderful attitudes to learning
- hear how safe you feel and that so many of you come to school every day
- find out just how much you know about how you can keep yourself healthy and how much you enjoy trying out the different sporting activities
- find out how much you enjoy taking on many special jobs, such as 'play leaders' and making improvements both to your school and the local area.

These are some of the reasons why you are prepared well for going to secondary school. 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 problem solving skills and writing in other subjects
- make sure that you are all clear about what your targets are in mathematics and in writing
- make sure that adults improve the way in which they check on your progress and are clear who is responsible for undertaking this work.

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

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