

Girlington Primary School

Inspection report

Unique Reference Number	107293
Local Authority	Bradford
Inspection number	336859
Inspection dates	26–27 May 2010
Reporting inspector	Georgiana Sale

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	489
Appropriate authority	The governing body
Chair	Mr Akhlak Rauf
Headteacher	Mrs S Wood
Date of previous school inspection	20 November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 25 lessons and saw 18 staff teach. They held meetings with governors, staff and groups of pupils, and talked with some parents and carers. They observed the school's work, and looked at documentation including records of pupils' progress, the school improvement plan, assessment information, policies and samples of pupils' work. Information about safeguarding was evaluated. Inspectors also took into account the views of staff and pupils expressed in questionnaires. They received and analysed 182 questionnaires from parents and carers.

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

- pupils' attainment and rate of their progress throughout the school
- if the quality of teaching is sufficient to bring about pupils' good progress and higher attainment
- the ability of leadership and management to significantly improve pupils' outcomes and to address any areas of weakness.

Information about the school

Girlington is a very large primary school. The proportion of pupils known to be eligible for free school meals is well above average. The vast majority of children are from Asian British backgrounds; a few are from other minority ethnic groups. All pupils are learning English as an additional language. The proportion of pupils who have a statement of special educational needs is well above average. The school has a designated special provision for 27 deaf and hearing impaired children, who mainly live in the local area. All these pupils have a statement of special educational needs and are taught mainly alongside their hearing peers.

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

3

Main findings

Girlington provides a satisfactory standard of education. Some aspects of the school's work are good or outstanding and these contribute significantly to pupils' good personal development. The overwhelming majority of parents and carers are pleased with the school's work, especially the excellent provision in the Early Years Foundation Stage where children get off to a flying start in the lively well focused environment. In Key Stage 1 and in the lower juniors, pupils make no better than satisfactory progress in lessons because of some relative weaknesses in the quality of teaching. This results in pupils' broadly average attainment in English, mathematics and science by the time they leave Year 6.

The school provides a safe environment for the pupils where there is a strong ethos of respect for individuals and an excellent care and support. The school works well with parents and carers and makes good use of external agencies to make sure that pupils with special educational needs and/or disabilities are supported well in and out of class. Consequently, these pupils make good progress.

Pupils enjoy school; they are polite, confident and behave well in lessons and around school. They say they feel safe and that incidents of bullying are quickly and effectively dealt with. They understand very well what to do to stay healthy.

The school carefully tracks the progress of all groups of children and takes action where they see underachievement. Where satisfactory teaching was seen in Key Stage 1 and 2, staff have low expectations, and this leads to lessons lacking challenge. Teachers have begun to tell pupils how to improve their work and what they need to learn next. The best assessment practice is in English; it is not as effective in mathematics and science.

The headteacher and the governing body have a shared determination to ensure that all pupils develop as individuals. They have built a team to share and deliver this vision. However, they recognise that other leaders in the school need to play a greater role in monitoring and improving key areas of teaching and learning, and to coordinate action to make sure that all pupils make good progress. The school has a satisfactory capacity to improve further, as demonstrated by its accurate self-evaluation, and the use of secure systems to drive an overall trend of improvement.

What does the school need to do to improve further?

- Increase accountability and embed leadership more widely across the whole staff, by:
 - involving middle managers more in monitoring provision and taking action to

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improve teaching.

- Raise the quality of teaching and learning in Key Stage 1 and in the lower juniors to be at least good, by:
 - ensuring that all teachers use pupils' assessment data effectively in order to provide challenging tasks which meet all pupils' learning needs.
- Increase the rate of pupils' progress in Key Stages 1 and 2 so that attainment is raised, particularly in English, mathematics and science, by:
 - ensuring that all teachers give pupils clear feedback so that they know exactly what to do to improve their work.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils are keenly involved in their learning and apply themselves well in lessons. There are warm and supportive relationships between the pupils and staff and pupils know how to listen to each other. Pupils enjoy lessons and they work well as individuals and in pairs. Pupils' satisfactory attendance and sound basic skills together with their good personal development, prepare them adequately for their future life.

The vast majority of pupils join the Nursery class speaking English as an additional language and are at early stages of learning English. Their skills are very low compared to those typical of children of that age. However, they make fast progress.

By the time pupils leave, their attainment is broadly similar to that achieved nationally and this represents satisfactory progress over time. Standards are rising, but attainment and progress in English remain stubbornly slow to improve. Interventions in Years 4, 5 and 6 are improving progress but have been less successful in Year 3.

The pupils' pride and commitment to their school, and their care and respect for each other, create a calm and welcoming place to learn. Pupils take an active part in decision making in the school. For example, they helped to develop a new 'healthy choice' cold buffet at lunchtime. They maturely and responsibly take on their roles as playtime 'buddies' and contribute to their local community by clearing litter and by taking part in a project with the elderly in the locality.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Despite some good teaching the overall quality is satisfactory. In most lessons, teachers use assessment information to plan tasks that generally meet pupils' various capabilities. Where teachers organise a range of interesting activities for different pupils' needs and lessons move at a brisk pace, pupils became very involved in their learning and enjoyed the challenge. However, where teaching is no better than satisfactory, teachers' talk for too long and they demand too little of pupils.

The curriculum suits the needs of most pupils. It contributes well to pupils' personal development, for example, physical education and healthy living. Pupils enjoy and participate well in the range of extra-curricular activities, especially for activity based clubs. There are well planned opportunities for the use of information and communication technology (ICT) in all years and mini laptops have extended the opportunity for pupils to undertake individual research and learning in class. The school has a developing literacy and numeracy curriculum to tackle underachievement and this is having some success.

The main factor that ensures that vulnerable children, or those with special educational needs and/or disabilities, make good progress is the excellent care and support all pupils receive and the security and confidence this gives them. Support staff are highly trained and are used very well. Learning mentors ensure that immediate support is given to any pupil who does not feel ready to learn, and a social worker liaises with parents and carers to give help with a wide range of issues. The school has won the trust and respect of the local community. This is because the staff monitor very closely individual pupils' and families' needs, including those that are socially or health-related, and uses

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partner agencies to provide them with outstanding support.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, supported by the governing body, knows and understands the community the school serves and uses this information to sensitively build strong links with parents and carers and partner organisations. The headteacher has been successful in developing a cohesive school community, based on a respect for learning and for individuals. Effective links with other schools serving very different communities are promoting pupils' understanding of other cultures in the United Kingdom. The school's effective promotion of equality is seen in the high quality of its care and the 'seamless' way the hearing impaired pupils are integrated into the school and how well they achieve.

There is a comprehensive analysis of performance data and rigorous evaluations of the quality of teaching and learning. This enables leaders to set clear priorities within sound plans aimed at improving areas of weakness, and which have led to a steady improvement in attainment. Governors are very supportive of the school, but have limited involvement in either the process of school self-evaluation, or in the regular monitoring of the school improvement plan. At the time of the inspection, safeguarding procedures were robust and met all statutory requirements. Staff are well trained in safeguarding procedures and pupils have a good understanding of how to keep themselves safe.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2

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	
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	3

Early Years Foundation Stage

Children get off to an excellent start in the Early Years Foundation Stage. The very low levels at which most children start school in the Nursery class are raised significantly by the end of the Reception Year to be broadly average by the start of Year 1. At all times, children are safe and secure; all procedures regarding safeguarding are securely in place. The environment is stimulating and well organised so that children make very good progress in all areas of learning. Children enjoy taking part in new experiences and, as their confidence grows, they enjoy making choices about how and where they will learn. However, the accommodation lacks a good ICT facility for the children to use to enhance their learning.

The children report that 'everyone gets on well' and hearing impaired children and children with other special educational needs and/or disabilities play and learn very well together. Very good use is made of the highly trained team of adults who provide a good balance between adult-led tasks, for example, linking sounds and letters and guiding children through individualised learning and play experiences. Staff know each child very well and constantly review their progress in order to adapt what experiences the child will be offered.

The highly effective leaders and managers ensure that staff training is closely linked to improving the quality of learning and well-being of the children. Effective teamwork is brought about by daily meetings to evaluate what has gone well and how to make the provision better for all. Many successful strategies have been used to encourage the involvement of parents and carers contributing to the outstanding progress made by all children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

Virtually all the completed questionnaires were very positive. Parents and carers commented on the kind and approachable staff and all felt that their children really enjoyed school and that they were happy with what the school did for their children. Inspectors agree with parents and carers who strongly feel that the school keeps children safe and helps them develop as individuals.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Girlington 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 182 completed questionnaires by the end of the on-site inspection. In total, there are 489 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	119	65	61	34	1	1	1	1
The school keeps my child safe	114	63	67	37	1	1	0	0
The school informs me about my child's progress	104	57	69	38	5	3	2	1
My child is making enough progress at this school	92	51	76	42	10	5	0	0
The teaching is good at this school	113	62	68	37	1	1	0	0
The school helps me to support my child's learning	101	55	70	38	8	4	0	0
The school helps my child to have a healthy lifestyle	88	48	84	46	9	5	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)	87	48	77	42	6	3	1	1
The school meets my child's particular needs	85	47	78	43	12	7	0	0
The school deals effectively with unacceptable behaviour	98	54	75	41	4	2	0	0
The school takes account of my suggestions and concerns	80	44	86	47	11	6	0	0
The school is led and managed effectively	92	51	77	42	5	3	0	0
Overall, I am happy with my child's experience at this school	109	60	68	37	2	1	0	0

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.



27 May 2010

Dear Pupils

Inspection of Girlington Primary School, Bradford, BD8 9NR

We really enjoyed inspecting your school and I am writing to thank you for two very interesting days. Your thoughts and views helped us to make our judgements about the school.

We found out that:

- children in Reception thoroughly enjoy school and learn quickly
- you behave well and you are kind to each other and play together very happily
- you are really well cared for and supported by all the adults in the school
- the school works closely with your parents and carers to make sure you are successful at school
- you take lots of exercise and eat very healthily.

We have asked your school to look at how to make things better. The most important things that need to happen are:

- for your teachers to give you feedback so that you know exactly what to do to improve your work
- for subject and Key Stage leaders to look carefully at how you are being taught and the progress you make
- for teachers to plan their lessons so that they are a real challenge for you all.

You have a very important part to play in improving your school and improving your chances of achieving well. You can do this by continuing to work hard and attending school every day.

Yours sincerely,

Georgiana Sale

Lead inspector

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