

Clayton CofE Primary School

Inspection report

Unique Reference Number	107308
Local Authority	Bradford
Inspection number	336863
Inspection dates	8–9 March 2010
Reporting inspector	Christine Millett

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	498
Appropriate authority	The governing body
Chair	Mrs Angela Dobson
Headteacher	Mr Mike Harrison
Date of previous school inspection	16 January 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons or parts of lessons, conducted learning walks and spent time in the Early Years Foundation Stage classes. Lessons were observed, a scrutiny of pupils' work was carried out and meetings were held with governors, staff and groups of pupil. The inspectors observed the school's work, and looked at school documents, including policies relating to the safeguarding of pupils, the school development plan, self-evaluation records, minutes of governors' meetings and the school's own assessment data. The inspectors analysed questionnaires from staff, pupils and 82 parents.

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

- how well teaching, especially in Key Stage 2, promotes pupils' progress
- the accuracy of teachers' assessment of pupils' work and particularly with regard to pupils' writing skills
- how the curriculum is meeting the needs of all pupils, particularly the level of challenge provided for more-able pupils.

Information about the school

Clayton is much larger than most primary schools and is set in a village on the western edge of the city of Bradford. The proportion of pupils eligible for a free school meal is lower than that found nationally, as is the number of pupils with special educational needs and/or disabilities. The large majority of pupils are of White British heritage with a small minority from Indian and Pakistani backgrounds. The remainder represent a wide range of ethnicities. The number of pupils for whom English is not their first language is average. Early Years Foundation Stage provision is in one Nursery and two Reception classes based in a newly refurbished unit. The school has gained the Artsmark Gold Award.

A privately managed breakfast and after-school club makes use of school facilities and did not form part of this inspection.

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

Clayton Church of England Primary School provides its pupils with a satisfactory education and is a happy and improving school that cares well for its pupils. Its strengths lie in its commitment to the local community and the welcoming and inclusive ethos. The school supports pupils' personal development effectively. Pupils behave well and enjoy school. 'It's a fun school' and 'it is a safe place and if something goes wrong I know the teacher cares for me' are typical of pupils' comments. Attendance is consistently above average. Staff are mindful of the pupils' safety and arrangements for safeguarding are in line with government requirements.

Attainment on entry to Early Years Foundation Stage varies slightly from year to year but the majority of children start school with the skills and knowledge expected for their age. Recent improvements have led to accelerated progress and children in the Nursery and Reception classes now achieve well. Overall, pupils make satisfactory progress in Years 1 to 6, and standards are average. Pupils' rates of progress are variable because of inconsistencies in the quality of teaching. This is because assessment information is not always used effectively to plan activities that challenge all groups of pupils, particularly the more-able. There are insufficient opportunities for pupils to work independently on activities that challenge their thinking and extend their learning. Although there is some good and informative marking, pupils are not routinely given sufficient guidance on how to improve their work to reach their targets in mathematics, reading and writing. Some individual targets are not sufficiently challenging. Support for pupils with special educational needs and/or disabilities enables them to make similar levels of progress as their peers.

The school's capacity for sustained improvement is satisfactory. The headteacher is committed to the school and to the local community, and is supported well by all staff and governors, who are keen to contribute to the smooth running of the school. The headteacher and the governors know what the school does well and make good use of self-evaluation to inform them of what needs to be improved. Staff work together well to ensure pupils make good progress in their personal development. The curriculum is beginning to make stronger links between different subjects to make learning more relevant and meaningful for pupils. Middle leaders are enthusiastic but have yet to develop their roles fully in leading their subjects and contributing to whole-school improvement. There are too few opportunities for teachers to observe and share good practice and assessment information is not routinely analysed with sufficient rigour.

What does the school need to do to improve further?

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- Raise attainment and accelerate the rate of progress for all groups of pupils by:
 - giving staff more opportunities to share and build on good practice in order to ensure greater consistency in the quality of teaching
 - making more effective use of assessment data to inform lesson planning and to raise expectations
 - providing pupils with more opportunities to work independently
 - making certain that pupils are clear about their next steps in learning.
- Improve the skills of governors and middle leaders in:
 - analysing and using assessment information to accelerate the rate of pupils' progress
 - evaluating the impact of teaching on learning.
- 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 inspection.

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

Pupils are keen to take responsibility and willingly participate in the tasks they are set. They raise funds for national and international charities and take part in church and local events. Pupils get on well and are respectful to each other. Pupils' good understanding of healthy living is evident in their knowledge of healthy eating and their understanding of the importance of taking physical exercise. Pupils' good knowledge of safety was clear as they discussed potential hazards of the main road near school. Pupils are reflective and have a good understanding of right and wrong. However, their knowledge of other faiths, cultures, religions and beliefs is less well-developed.

In lessons, pupils are attentive. They speak positively about their teachers and support staff. They enjoy the opportunities to work together in pairs and larger groups. They worked well together as talk partners to come up with a clear definition of 'perimeter'. Pupils are motivated and respond well to challenge, but the more-able pupils say the work is often too easy, especially in English and mathematics. The school is aware of the need to improve pupils' writing skills, because these are not as well developed as those in reading. Pupils are increasingly writing for a range of purposes and audiences and there is a focus on extending their vocabulary and improving sentence construction. In literacy, pupils enjoy the opportunities to act out scenes from their stories before writing them. Their understanding is in line with expectations and rapidly accelerating. Work in some lessons is not sufficiently well planned to provide all pupils with an appropriate level of challenge. As a result, some pupils, particularly the more-able, do not make enough progress.

These are the grades for pupils' outcomes

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

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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Within an overall satisfactory picture, teaching has a number of good features. For example, teachers explain clearly what is to be learned in each lesson. In the better lessons, pupils of all abilities are challenged and teachers make effective use of questioning strategies. Initial answers are probed and pupils' thinking is consolidated and extended. Some lessons proceed at a quick pace and there is good balance between the teachers' and the pupils' contributions. However, at times pupils' progress is restricted because they have too little time to work independently.

Assessment strategies to support learning are in the early stages of development. The information is not used consistently enough to raise expectations and to plan work that challenges all groups of pupils, especially those who are more-able.

The curriculum is broad and balanced and is beginning to provide pupils with relevant and creative learning experiences. Pupils' learning is enhanced by good links with different organisations, visitors to the school and the opportunities to take part in educational visits. Art and music are key strengths. The school offers a wide range of extra-curricular activities for which there is enthusiastic take up. Staff are in the process of reviewing the curriculum to ensure that it includes a range of opportunities to stimulate and develop pupils' writing skills, which is an area the school has identified for improvement.

The level of care, particularly for the most vulnerable pupils, is good. Relationships are

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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good and all pupils feel safe. They know that they can turn to staff if they have any concerns. The school works well with a wide range of agencies to promote pupils' learning and welcomes the involvement of parents and carers.

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	2

How effective are leadership and management?

The headteacher, ably assisted by enthusiastic senior leaders and middle managers, is deeply committed to improving provision for the pupils. The effectiveness of leadership and management in embedding ambition and driving improvement is satisfactory. The recently introduced systems for recording and analysing pupils' attainment and progress are beginning to be used to scrutinise the work of the school more effectively. As a result, there is a sharper focus on identifying the precise areas for development. Expectations are rising as staff are increasingly being held to account for the progress their pupils are making and the role of middle leaders evolves.

Governors take their roles and responsibilities seriously. They understand the challenges the school faces and work to bring about improvement. They are keen to improve their knowledge in order to analyse data more effectively and be more influential in the evaluation of teaching and learning. Governors ensure that the school's safeguarding and child protection procedures are implemented. Staff and governors promote equality of opportunity well. The school works hard to ensure that all pupils are included in activities, with the result that groups of pupils work and play harmoniously. The school has identified where improvements can be made to overcome variations in performance and gaps are now closing.

The school's contribution to promoting community cohesion is good. The governors, headteacher and staff know the local community very well. They have established strong links with other schools in order to develop pupils' understanding of the religious, ethnic and socio-economic diversity of the world in which they live.

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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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
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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

The recent refurbishment of the Early Years Foundation Stage setting, enthusiastic staff and strong leadership have meant that the youngest children get off to a good start at school. Good induction arrangements and relationships with parents and carers ensure that children feel safe, settle quickly and develop their self-confidence. Children are developing a good understanding of healthy living and follow routines that promote good hygiene practices. They participate enthusiastically in the tidying up at the end of sessions so learning about responsibility.

Staff use their good understanding of how young children learn and provide an extensive range of stimulating activities that maintain the children's interests. There is a good balance between adult-led and child-initiated activities. The emphasis placed on ensuring the children's welfare enables all children to experiment and explore within a safe and supportive environment. Effective use is made of the outdoor area as a natural extension of the classroom to promote the children's creative and physical development and their knowledge and understanding of the world. Children make good progress as their attainment is regularly assessed and the information gathered is used appropriately to plan the next steps in learning. However, this is not always consistent. Adults ask probing questions and encourage children to talk about their learning, so fostering good language development and positive attitudes to learning.

The Early Years Foundation Stage manager has a good understanding of the strengths and areas for development and leads the team well.

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

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

The vast majority of the responses from parents and carers were very supportive of the school's work. Their positive views are generally supported by the inspection evidence. A particularly high percentage of parents and carers stated that their child felt safe and enjoyed school. Discussions with the pupils, and their questionnaire responses, confirm this to be the case. One concern regarding safeguarding was followed up by inspectors and it was judged that the matter had been handled appropriately by the school. A few parents and carers felt that they would like to know more about the work their children were doing. The inspectors judged that communication with parents was effective.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clayton CofE 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 498 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	59	30	37	3	4	1	1
The school keeps my child safe	46	56	33	40	2	2	1	1
The school informs me about my child's progress	35	43	43	52	3	4	1	1
My child is making enough progress at this school	32	39	45	55	4	5	0	0
The teaching is good at this school	46	56	32	39	2	2	0	0
The school helps me to support my child's learning	32	39	44	54	4	5	0	0
The school helps my child to have a healthy lifestyle	36	44	42	51	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	33	48	59	0	0	0	0
The school meets my child's particular needs	35	43	39	48	2	2	2	2
The school deals effectively with unacceptable behaviour	35	43	37	45	4	5	2	2
The school takes account of my suggestions and concerns	25	30	47	57	7	9	0	0
The school is led and managed effectively	39	48	38	46	4	5	0	0
Overall, I am happy with my child's experience at this school	45	55	33	40	2	2	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 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.



10 March 2010

Dear Pupils

Inspection of Clayton CofE Primary School, Bradford, BD14 6DD

Thank you for making us feel so welcome when we inspected your school. We really enjoyed seeing you work hard in your lessons and playing so well together outside. You told us how much you enjoy your school. We found that your school is satisfactory, but improving.

What we found out about your school:

- you are polite, friendly and helpful to visitors
- your behaviour is good both in the classroom and around school
- you get off to a good start in the Nursery class and you all make satisfactory progress during your time in school
- by the end of Year 6, your attainment in English, mathematics and science is similar to that seen in most schools
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers try to make lessons fun
- you contribute well to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

To make your school better we would like you to reach higher standards. This can happen if your teachers:

- make sure your work is not too easy and gives you more of a challenge
- mark all your work carefully and let you know what you have to do next to make your work better
- share ideas with each other so that more lessons are good or outstanding
- give you more opportunities to work independently.

We know that you are very proud of your school and will do your best to help your teachers make it even better.

Very best wishes for the future.

Yours sincerely,

Mrs Christine Millett

Lead Inspector

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