

# Heaton St Barnabas' CofE Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	107321
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336867
<b>Inspection dates</b>	29–30 April 2010
<b>Reporting inspector</b>	Carmen Markham

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steven Hollis
<b>Headteacher</b>	Mrs Gillian Evans
<b>Date of previous school inspection</b>	16 October 2006
<b>School address</b>	Rossefield Road Heaton Bradford BD9 4DA
<b>Telephone number</b>	01274 545019
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<b>Email address</b>	office@hstb.co.uk

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## Introduction

The inspection was carried out by four additional inspectors. The inspectors visited 16 lessons and observed 14 teachers, including a regular supply teacher. Inspectors spent 70% of their time speaking to pupils about their learning and looking at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils and spoke informally to parents and carers. They observed the school's work, and looked at the school improvement plan, policies, safeguarding documents and details of the progress made by pupils. The responses to 129 questionnaires from parents and carers, together with responses to questionnaires from pupils and staff, were also scrutinised.

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

- whether the leadership and management in the Early Years Foundation Stage is sufficiently rigorous in ensuring effective provision and positive outcomes
- whether pupils make enough progress in Key Stage 2
- the quality of the personal development of pupils, particularly in the light of below average attendance
- the effectiveness of teaching, the curriculum and care, guidance and support in ensuring that all pupils make the progress that they are capable of making
- the effectiveness of leadership, management and governors in ensuring that priorities to improve standards of attainment are accurately identified and appropriate actions taken to produce good outcomes for all pupils.

## Information about the school

This large primary school serves an area where well over three quarters of the pupils come from a minority ethnic background. Most pupils speak English as an additional language; this is well above the national average. The proportion of pupils known to be eligible for free school meals is a little below average. Slightly more pupils than is typical have special educational needs and/or disabilities. There have been significant changes in staffing in the last three years. Recently the school has received the Leading Parents in Partnership Award, Fair Trade status and Activemark.

**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

Heaton St Barnabas is a satisfactory school. It has a new and enthusiastic teaching team but the team lacks a consistent approach to teaching and does not always use assessment information to plan effective lessons. In some lessons pupils do not have the opportunity to take responsibility for their own independent learning. Consequently, pupils' progress and the standards they attain are variable. Overall, progress is satisfactory and standards are average.

The majority of children start school below age-related expectations and leave Year 6 attaining levels that are just below the national average. Therefore, they make satisfactory progress. However, the progress of some groups is better, particularly in Year 6. Attainment in English is stronger than in science and mathematics. Although there is evidence that attainment in each of these subjects is improving, it is too early to see the impact of this improvement in pupils' national test results.

The school's leaders, managers and governors are ambitious for the success of pupils. Their evaluation of the school's current performance is accurate, although there is an inflated view of the effectiveness of the leadership team. The school's development plan identifies appropriate improvement strategies but change has been slow. Leaders are not always familiar with requirements and too little has been done to monitor the impact of actions. However, the current improvement in attainment and the school's broadly accurate evaluation of its performance indicates that it has satisfactory capacity for sustained improvement. It provides satisfactory value for money.

The school has strengths in relation to its work with the local community. It also ensures that pupils with special educational needs and/or disabilities make good progress. All pupils make good progress in their spiritual, moral, social and cultural development and their willingness to choose healthy lifestyles.

The attendance of pupils is low and the proportion who are persistently absent is more than twice the national average. Measures have been put in place to improve attendance but it is too early for them to have had impact.

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

- Raise pupils' attainment across the school by:
  - improving the consistency of teaching
  - using assessment more effectively to plan lessons for the different learning needs of pupils, particularly middle-ability learners
  - developing independent learning.

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- Strengthen the capacity of the leadership and management team to drive improvements in learning and teaching by:
  - systematically evaluating the impact of actions taken to improve outcomes
  - enabling all staff to share good practice
  - introducing effective strategies for managing change.
- Improve attendance by:
  - improving the way the school works with other agencies
  - strengthening practices to support attendance within school
  - developing support for pupils who have extended periods of absence
  - reviewing provision for pupils who are persistently absent.
- About 40% of 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' achievement and their enjoyment of learning are satisfactory. While more-able pupils and those with special educational needs and/or difficulties usually make good progress, middle-ability pupils make satisfactory progress. The school has recognised this and changed the groups in which pupils learn. Pupils' work shows this strategy is having a beneficial effect on increasing attainment.

Attainment is below average at the end of Year 2 and is broadly average at the end of Year 6. English is stronger than mathematics and science as it has been a focus for development and pupils who speak English as an additional language benefit from the good-quality help and support they receive. A more practical approach to teaching mathematics and science is helping improve attainment. In line with the national trend girls perform better in English and boys do better in mathematics and science. The school's data show that more-able pupils and those with special educational needs and/or disabilities are attaining above average standards in relation to their abilities.

Most pupils enjoy school. Behaviour is satisfactory. In lessons pupils usually behave well but behaviour around the school is more variable. Pupils have a good understanding of how to stay healthy and enjoy physical activity. Sports clubs are very well attended. Pupils participate enthusiastically in regular environmental and fair trade projects. The shared school and community garden is valued by parents and carers as all generations are able to work there together, while the vegetables and fruit grown contribute to economic understanding and healthy eating choices. Well planned enterprise experiences make a positive contribution to the development of skills that pupils will require in the work place. However, not all pupils understand or demonstrate the importance of attending school regularly or on time. Religious observance and extended holidays contribute to the low level of attendance, yet there are a significant number of pupils who are regularly absent for other reasons. The school's many links with different communities at home and abroad contributes well to their spiritual, moral, social and

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cultural development. Pupils' cultural understanding is good and they show respect for the cultural diversity within the school.

*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	2
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

In all classes relationships are good but the quality of teaching is variable. There are examples of good teaching in both key stages. In these lessons pupils make good progress because they are actively involved in their learning. Planning ensures good use of resources, including information and communication technology (ICT) and pupils work together to discuss and investigate ideas. In a Year 1 lesson a group of pupils very carefully and independently explored the root system of plants. They then discussed with each other their thoughts and findings. In the less successful lessons there is too much talk by the teacher. Pupils are not challenged enough and are often unclear what they should be learning. Teaching assistants are used appropriately. The quality of marking is variable and pupils are not always sure how well they are doing or what they need to do to improve their work.

The curriculum is broad and balanced. A range of initiatives have been introduced to

<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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meet the needs of pupils, including those with special educational needs and/or disabilities and the more able. In some areas of the school these initiatives are having a positive effect on learning, engaging pupils and providing them with important skills. However, this is not consistent and in too many classes pupils are not excited by their work. ICT is a strength, with use made of excellent resources such as laptops and video recorders to enhance pupils' learning experiences. The curriculum makes a good contribution to the personal development of pupils. A wide range of clubs and activities, including cookery, street dance, sport and choir, are popular and well attended with many pupils extending their understanding of the world as well as their social skills. Visits to places of interest and opportunities for residential visits at home and abroad, for example a recent cultural visit to Turkey, further enrich the curriculum and contribute well to community cohesion.

The pastoral team works effectively to ensure that all welfare requirements are met. External agencies provide appropriate additional support for those who need it. The team develops effective relationships with parents and carers, and the use of the learning log has improved families' attitudes to homework. Pupils with special educational needs and/or disabilities are well cared for as barriers to learning have been overcome. Transition arrangements across the age range are effective, enabling pupils to enter the next phase of their education with confidence. However, attendance remains consistently low. The school has systems in place to improve attendance but they have not yet had enough impact.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The leadership team has a clear vision for an inclusive school where pupils achieve well. This vision is shared with staff and morale is high. The school's evaluation of its performance is broadly accurate and contributes to an action plan. The team is ambitious and strives for improvement. However, although there has been progress it has been slower than anticipated, as the impact of improvements has not been rigorously evaluated. The monitoring and evaluation of teaching has yet to make a significant impact on the performance of some teachers. Developing links with parents and carers have made a positive contribution to pupils' progress. Parents and carers have an increasing awareness of the school's priorities and how they can contribute to them. Local agencies ensure the well-being of pupils and provide support for the

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curriculum in terms of sport, modern foreign languages and global links. The Comenius Project has done much to promote community cohesion and develop pupils' awareness of similarity and diversity across groups of people. However, the school has not evaluated the impact of its work on community cohesion. Overall, equality of opportunity is well promoted by the school. This is evidenced by the success of pupils who speak English as an additional language in attaining broadly average standards in English, the work to ensure that all groups perform well in relation to their abilities and the respect for diversity that pervades the school. The governing body is very supportive of the school and has a clear understanding of the school's priorities. Governors have ensured that all statutory requirements are met and that satisfactory safeguarding arrangements are in place. However, the school's policies have not been reviewed and updated regularly.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</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>3</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

Most of the children who enter the Reception class are learning English as an additional language. Overall, they start school with skills that are below age-related expectations. Children's welfare is given a high priority and good links with parents and carers are established. Robust arrangements for entry ensure that children quickly settle into class routines, are confident and sociable and usually behave well. They enjoy their learning, are proud of their achievements and like to talk about their work. They are able to take responsibility for clearing up and are increasingly independent. They make satisfactory progress during their time in the Reception class. An emphasis on language skills



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ensures that children make good progress in this aspect of their learning. As a result, many are working at the broadly expected levels for their age in language development when they start Year 1 but in most other areas of learning, and overall, their skills are below the expected levels.

The quality of teaching in the provision is satisfactory. Lessons are planned appropriately but sometimes lack rigour in their delivery where poor organisation or confusing instructions can lead to less-effective outcomes. The outdoor area is used as part of the outdoor learning provision but it is not well resourced and does not fully extend the learning that takes place indoors. The progress of children is recorded and new systems of monitoring are being used. However, this information has not been available for long enough to make a real difference to outcomes and provision. Leadership and management are satisfactory.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

A minority of parents and carers responded to the questionnaires. Overall, they are positive about the school. Typical comments refer to the good relationships at all levels. They refer to some very good teaching and the imaginative curriculum that is enriched by extra-curricular and other activities helping develop community links.

A small minority of parents and carers expressed concerns about poor behaviour and bullying. There were also a small number of concerns about staff's absence and the perceived lack of opportunity for parents and carers to talk informally to staff. Several respondents also mentioned lack of progress by their children because of poor teaching, and concerns about leadership and management.

The inspectors found that concerns about some bullying and poor behaviour are justified but that bullying and poor behaviour are not daily features of life in school. The inspectors confirm there has been weak teaching in the school but this is no longer the case. The school is helping pupils who previously did not make the required progress to catch up. The team found that absences of staff have been handled as well as possible in the circumstances of ill health and maternity leave. The leadership and management of the school were found to be satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Heaton St Barnabas CE Aided 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	38	75	58	5	4	0	0
The school keeps my child safe	55	43	67	52	6	5	1	1
The school informs me about my child's progress	41	32	83	64	5	4	0	0
My child is making enough progress at this school	36	28	80	62	12	9	0	0
The teaching is good at this school	38	29	82	64	4	3	0	0
The school helps me to support my child's learning	39	30	79	61	9	7	0	0
The school helps my child to have a healthy lifestyle	43	33	83	64	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)	23	18	82	64	13	10	0	0
The school meets my child's particular needs	24	19	84	65	16	12	0	0
The school deals effectively with unacceptable behaviour	37	29	66	51	24	19	2	2
The school takes account of my suggestions and concerns	22	17	83	64	13	10	4	3
The school is led and managed effectively	33	26	76	59	14	11	2	2
Overall, I am happy with my child's experience at this school	36	28	79	61	4	3	4	3

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.**



04 May 2010

Dear Pupils

Inspection of Heaton St Barnabas CE Aided Primary School, Bradford, BD9 4DA

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work. We were very impressed by the gardening you undertake in the local community.

You attend a satisfactory school. By the end of Year 6 most pupils reach average standards in English but they do not do quite as well in mathematics and science. We have judged behaviour to be satisfactory as you have told us that there is some poor behaviour in school. You know how to stay healthy and enjoy taking on responsibilities in school. In your questionnaires most of you said that you enjoy school and we can understand why. The headteacher and all the staff work hard to make sure that you are well cared for and there are a lot of activities that you really enjoy. However, some of you do not attend school regularly enough.

One of the reasons for our visit was to see how your school can improve. We have asked your school's leaders to:

- raise your levels of attainment by improving teaching
- improve the way the management team and governors work together to improve learning
- help those of you who do not attend school regularly to come more often.

You can help to improve your school by attending regularly, behaving sensibly and kindly and working hard to achieve your targets.

Yours sincerely

Carmen Markham

Lead inspector

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