

# Keelham Primary School

## Inspection report

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<b>Unique Reference Number</b>	107438
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336883
<b>Inspection dates</b>	30 June –1 July 2010
<b>Reporting inspector</b>	David Carter HMI

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>	Foundation
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs C North
<b>Headteacher</b>	Miss D Butler
<b>Date of previous school inspection</b>	2 October 2006
<b>School address</b>	Well Heads Denholme Gate Bradford BD13 4HH
<b>Telephone number</b>	01274 832491
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<b>Email address</b>	office@keelham.bradford.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. Inspectors visited 10 lessons and observed four teachers. Meetings were held with pupils, staff and governors. They observed the school's work and looked at its analysis of pupils' progress, governors' meeting records, development planning and monitoring, and a range of policies and procedures. They analysed 68 questionnaires returned from parents and carers, alongside questionnaires returned from pupils and staff.

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

- the progress made by pupils and particularly those who do not have special educational needs and/or disabilities
- the effectiveness of middle leaders in supporting the work of the headteacher
- the quality of indoor and outdoor provision for pupils in the Early Years Foundation Stage.

## Information about the school

Keelham is a smaller-than-average sized primary school. The proportion of pupils known to be eligible for free school meals is well below the national average. Most pupils in the school come from a White British background. The proportion of pupils who have special educational needs and/or disabilities is higher than average, however, the proportion of pupils with a statement of special educational needs is below national averages. The movement of pupils in and out of the school at other than the usual times is less than that which is found nationally.

The school holds a number of awards including the Healthy Schools Award, Investors in pupils, Activemark, the Lord Mayor's Community Harmony Award and the Anne Frank Award.

**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

Keelham Primary School provides a good education in a welcoming and caring environment, where pupils feel safe, are happy, and are keen to learn and do well. It is a school which is at the heart of its community and is highly regarded by parents and carers and pupils. The school works closely with all groups of pupils and families to ensure that it is a harmonious community where everyone is valued. This is indicative of its outstanding work in the area of community cohesion, as well as in care, guidance and support.

Pupils enjoy their learning. This is due to the good curriculum, which has been designed to ensure that pupils' interests are taken into account and are enhanced through access to visits and visitors. Good partnerships with other schools and agencies help to broaden pupils' experiences. For example, pupils attend residential visits with pupils from another school, which helps them to develop their social skills. Pupils have various opportunities to be involved in learning after the normal school day through the wide range of extra-curricular activities that are available. They have an outstanding awareness of what constitutes healthy lifestyles as well as how to keep safe. Pupils have various opportunities to make a positive contribution within and beyond the school and the local community. For example, they have organised the introduction of a sensory garden and were visited by the Lord Mayor upon its opening. Pupils socialise well with each other and their behaviour is good.

Due to the small number of pupils in each cohort, the attainment of pupils by the end of Year 6 has fluctuated over recent years. Current attainment across the school and at the end of Year 6, however, is above average and this represents good progress from pupils' starting points. As a result, achievement is good. Teaching is good across the school. Although teachers plan their lessons well in order to take account of the different needs of pupils, in order to engage them in their learning, this practice is more finely tuned in English than in mathematics. As a result, pupils make faster progress in English, across the school, than in mathematics. Also, there are too few opportunities for pupils to develop their numeracy skills in different subjects, as well as to practise mental calculations.

The headteacher provides clear and incisive leadership and she is well supported in her vision for the school by all the staff. This support is exemplified by the way in which, across the school, staff have developed stimulating and vibrant learning environments, which celebrate pupils' work as well as inspiring them to learn.

The school's work on promoting equality of opportunity and tackling discrimination is outstanding. This is because the school ensures that all groups of pupils, irrespective of

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background or need, have an equal opportunity to succeed and, as a result, there is no significant underachievement by any group of pupils. For example, previous differences in the progress of pupils who do not have special educational needs and/or disabilities, compared to those who have been identified as having special needs, has been addressed.

Since the last inspection, the headteacher has overseen significant staffing changes and it is only recently that middle leaders have been able to support her work in monitoring and evaluation. Despite this, senior leaders have a clear picture of the school's strengths and areas for development and they have put in place detailed plans for improvement. The school has consolidated its previously good performance and, consequently, demonstrates a good capacity for sustained improvement.

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

- Accelerate the progress of pupils across the school in mathematics by:
  - using the outcomes of assessment to ensure a closer match of work to the needs of all pupils
  - providing opportunities for pupils to apply their mathematical learning in other subjects
  - enabling pupils to keep calculation skills sharp through daily practice.
- Develop the role of middle and subjects leaders further by:
  - extending opportunities for them to monitor and evaluate outcomes and provision.

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

**2**

Pupils across the school demonstrate positive attitudes towards their work and most pupils are keen to learn and do well. Children enter the Early Years Foundation Stage with skills levels which are similar to those expected for their age nationally. They make a good start to their learning during their time in the Early Years Foundation Stage and this good learning continues across Key Stage 1. Pupils enter Key Stage 2 with attainment that is above the national average. As a result of good progress, the current attainment of pupils in Key Stage 2 is above average and their achievement is good. Progress in reading and writing, however, is better than in mathematics.

Pupils with special educational needs and/or disabilities make good progress overall, due to the quality of the targeted support they receive. The overwhelming majority of pupils say that they enjoy their learning in all subjects because 'lessons are fun'. This enjoyment is evident in the attendance of pupils; the number of sessions missed has reduced over time and, consequently, attendance is above average. Pupils work well together and listen to each other's contributions. Their behaviour is good, both in and out of lessons, ensuring that everyone can learn and enjoy school. They feel safe and have an outstanding understanding of how to keep safe. The school's Healthy School status and Activemark award show that pupils adopt healthy lifestyles by eating healthy

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food and participating well in sport. The pupils make an outstanding contribution to the school community through the school council. For example, they have recently organised the 'Keelham's got talent' competition, in which pupils showcased their skills. Pupils' knowledge of different faiths and cultures is strong and they have direct contact with a wide range of people from different cultural backgrounds. As a result, their spiritual, moral, social and cultural development is good. All pupils are well prepared for their future well-being because of their good knowledge of key skills, including information and communication technology (ICT), and their good personal skills.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teaching is good. Teachers' planning takes account of the interests and needs of pupils and, as a result, teaching is lively, the pace is brisk and activities are well matched to the needs of the pupils. Resources, including ICT, are used well in order to engage pupils' interest. Teaching assistants provide good support for pupils, particularly those with special educational needs and/or disabilities, enabling them to be fully included in all activities. All staff use praise appropriately, in order to celebrate pupils' success and

<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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to boost their self-esteem.

Assessment systems are effective in tracking pupils' progress. Teachers' marking provides pupils with guidance on how to improve their work. Pupils are aware of their targets for improvement, and what they need to do to achieve them.

The curriculum caters well for all pupils, including those with special educational needs and/or disabilities, some of whom have complex needs. It is enriched through the use of visits and visitors. For example, during the inspection, the older pupils undertook a history trail, accompanied by parents and carers and a local historian. The school ensures that transition arrangements with local secondary schools are effective and the pupils say they feel confident about moving to secondary education. Transition within the school is planned carefully and the school knows its pupils well. The school assesses all pupils carefully and, if a pupil falls behind in their learning, they advise parents and carers of the next steps. This advice is often about which of the many intervention programmes their children can access throughout the school. This approach is indicative of the outstanding levels of care, guidance and support which pupils receive.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Since the last inspection, the headteacher has been effective in moving the school forward during a period of instability. She has overseen significant staffing changes and has led by example. Recent appointments and changes in structure, however, have meant that a more distributive model of leadership is being developed through the school. As a result, leadership is being shared and middle leaders are beginning to support the headteacher in order to drive the school forward. For example, all levels of management are now involved in monitoring individual pupil progress and identifying where additional support is needed. The use of an electronic tracking system is expected to enable leaders to track the progress of cohorts more assiduously. Resources are well managed and good value for money is demonstrated by the pupils' good outcomes.

Governors have a wide range of skills and are regularly given detailed information so they are able to provide good support and challenge to the school. Some governors are very active within the school and all have links with individual classes. Governors understand what needs to be improved and have an effective partnership with the leadership team in order to bring about change. The school has an outstanding relationship with parents and carers, providing them with detailed information about

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their children's progress and how they can support at home, as well as about the general life of the school. The ethos of the school means that parents and carers feel comfortable about coming into school and parents and carers report that, if any issues arise, they are dealt with swiftly and effectively.

The governing body and senior leaders have worked closely together to ensure that policies and procedures for ensuring the safety of pupils are good. Over time, the school has developed a wide range of partnerships which support pupils' academic and personal development. For example, the links with various businesses in the local community are aimed at providing pupils with an understanding of business and enterprise, which will help them when they transfer to secondary education.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children enter the Nursery with skills levels which are typical for their age. They settle quickly because the school has clear routines to welcome them into the safe, secure and caring environment.

Children make good progress in all aspects of their learning. This is because teaching is good and children enjoy a wide range of well-planned activities that engage their interest and encourage them to become independent learners. There is an appropriate emphasis on developing children's early reading, writing and number skills. Children play happily together, readily sharing resources and taking turns. They demonstrate good levels of concentration and behave well. There is a good balance between adult-led activities and those that children choose for themselves. The school has worked



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effectively in ensuring that the resources in the unit are of good quality.

Although the leader of the Early Years Foundation Stage has only been in post for a relatively short time, she has demonstrated outstanding leadership and management of the provision. She has addressed all elements of the key issue from the last inspection, for example, by ensuring that the provision for outdoor learning matches opportunities for children to learn indoors. She is ensuring that the staff work closely together as a team. As a result, children's progress is tracked closely and the information is used well in order to plan the next steps in their learning, matched to their individual needs. Staff have established close links with parents and carers and systems are in place for parents and carers to contribute towards the ongoing assessments of the children. Targets for improvement are shared with parents and carers. The leadership is securing good and rapidly improving provision and outcomes for children.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

The vast majority are happy with their child's experience at the school. Parents and carers, unanimously, agree that the school keeps their children safe and that it prepares their children for the next stage in their education. A few parents and carers expressed concerns regarding how the school deals with unacceptable behaviour. Inspectors found that behaviour in the school is good and that the school has clear and effective systems for managing any inappropriate behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Keelham 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	68	20	29	2	3	0	0
The school keeps my child safe	51	75	17	25	0	0	0	0
The school informs me about my child's progress	31	46	32	47	4	6	0	0
My child is making enough progress at this school	34	50	30	44	1	1	1	1
The teaching is good at this school	39	57	26	38	2	3	0	0
The school helps me to support my child's learning	33	49	30	44	5	7	0	0
The school helps my child to have a healthy lifestyle	36	53	30	44	1	1	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)	43	63	22	32	0	0	0	0
The school meets my child's particular needs	33	49	30	44	5	7	0	0
The school deals effectively with unacceptable behaviour	32	47	29	43	7	10	0	0
The school takes account of my suggestions and concerns	31	46	32	47	5	7	0	0
The school is led and managed effectively	39	57	26	38	2	3	0	0
Overall, I am happy with my child's experience at this school	41	60	25	37	2	3	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](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.**



2 July 2010

Dear Pupils

Inspection of Keelham Primary School, Bradford, BD13 4HH

Thank you for welcoming us and helping us when we visited your school recently. We really enjoyed talking to you about your school and your learning. We appreciated your support and this has helped me to write the report.

Your school is good overall and it has some outstanding features. You enjoy your learning and make good progress. This is because the teaching is good. The staff have designed the curriculum well so that you find learning interesting and have a chance to take part in a wide range of visits and after-school clubs. In lessons, you listen well and try your best. You are happy at the school and feel safe because the school provides outstanding levels of care, guidance and support. You behave well and make an outstanding contribution to the life of your school and community.

All the adults in the school are keen for you to do well and they agree with the following improvements which I have asked them to make.

- Help you make faster progress in mathematics by ensuring that teachers provide you with learning which is more closely matched to your individual needs.
- Ensure you have more opportunities to develop your mathematical skills in other subjects.
- Provide you with frequent opportunities to practise your calculation skills.
- Ensure that other school leaders help your headteacher to look at how well the school is doing.

You can help the school by continuing to work hard for your teachers. Well done and keep up the good work.

Yours sincerely

David Carter

Lead Inspector

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