

Drighlington Primary School

Inspection report

Unique Reference Number	134407
Local Authority	Leeds
Inspection number	341470
Inspection dates	7–8 December 2009
Reporting inspector	Keith Bardon

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	416
Appropriate authority	The governing body
Chair	Mr A Stocks
Headteacher	Mrs Sue Jackson
Date of previous school inspection	4 December 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and held meeting with governors, staff and groups of pupils. The inspectors observed the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed 96 questionnaires returned by parents.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- the measures the school has put in place to accelerate pupils' progress and how well they are working
- how boys' achievement compares with that of the girls
- how effectively teachers use assessment to set work that matches pupils' abilities and meets their needs
- how the school ensures that pupils from minority ethnic backgrounds are fully included and can learn well
- whether leaders and managers have an accurate understanding of how well the school is performing and the role all staff with management responsibilities play in helping it to improve
- whether there is sufficient experience and expertise in the Early Years Foundation Stage to ensure that children are provided for well.

Information about the school

Drighlington Primary is a large school which serves a socially and economically mixed community on the southern boundary of the city. The school opened approximately five years ago and moved on to a single site towards the end of 2005. Early Years Foundation Stage provision is made up of a Nursery and two Reception classes. There are 12 other single-age classes. Most pupils are White British. A small proportion of pupils are from minority ethnic backgrounds including a number who are of Gypsy/Romany heritage and travel during the year. All pupils speak English competently and none is at an early stage in learning English. Approximately one in ten pupils is eligible to take a free school meal which is below average. The proportion of pupils who have special educational needs and/or disabilities including those who have a statement for their special educational need is below average. The school has achieved the Stephen Lawrence and Activemark awards, has Healthy School status and is an Investor in Pupils. The school provides a variety of parent and child support facilities, often in conjunction with the local Children's Centre.

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

Amalgamating the former infant and junior schools into a cohesive primary school has proved a challenging task which has taken a considerable amount of time to achieve. Working with a strong sense of purpose, the headteacher and senior staff have steadily improved provision for learning, raised the aspirations of pupils and staff, improved behaviour and forged productive links with parents. The benefits can be detected in pupils' attainment, which for the first time since the school opened is rising.

Pupils make satisfactory progress, because many of the key aspects of the school's work, including teaching, are themselves satisfactory. Where teaching is good pupils show high levels of interest and a strong desire to learn, but not all lessons are as effective. Teachers provide pupils with useful information about what they can expect to achieve but there is often too much detail and the clarity is lost. While teachers mark pupils' work conscientiously, there are inconsistencies in the amount of useful information pupils receive. The match of work to pupils' abilities is broadly accurate. At times, it lacks precision, partly because the assessment information teachers need has only recently become more accessible, as systems for managing the data improved.

Most pupils show positive attitudes to learning and apply themselves conscientiously during lessons, particularly when they have a practical task to complete. Several aspects of their personal development are good, including the willingness with which they take on responsibilities around school and the sensible approach they show to healthy living. While pupils are closely involved in the local community, there are few opportunities for them to learn about and appreciate communities and cultures within British society that are different to their own.

Leaders and managers collect detailed information about the work of the school and have an accurate picture of how well it is performing. At times, their evaluations of this information lack the sharp focus needed to identify precisely how different factors are combining and influencing outcomes for pupils. Planning for development is thorough and involves all staff with management responsibilities. Appropriate areas for improvement are selected, although these do not target a key priority, the raising of attainment, sharply enough. Since it was last inspected the school has moved forward progressively and has a satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and accelerate the progress made by all pupils by:
 - ensuring that in all lessons good quality teaching generates high levels of

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- interest, stimulates pupils' learning and encourages them to become independent learners
- making full use of assessment data to ensure that the work provided for pupils of differing abilities always closely matches their needs
 - providing pupils with clear information, during lessons and through marking, on what they need to achieve and how to improve.
 - Use incisively the information collected about the school's performance to determine how different factors are influencing outcomes for pupils and to ensure plans for development focus sharply on raising attainment.
 - Raise pupils' awareness and appreciation of communities and cultures in modern Britain that are different to their own.
 - 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**

Most pupils show keen interest in what they are doing and enjoy gaining new knowledge and skills. The majority pay close attention to their teachers and try hard to follow the instructions and guidance they have been given. Many lessons have a practical base and this is helping pupils to acquire the skills they need to learn effectively. However, this effective approach is relatively new and older pupils, in particular, lack sufficient independence when solving problems and determining for themselves the best ways of going about a task. Pupils appreciate the importance of regular self-assessment and what this involves, and they review each others' work constructively when invited to do so. Most pupils readily answer questions put to them and think carefully about the answers but lower attaining pupils often have difficulty finding the words they need to express their thoughts and ideas clearly.

In recent years, pupils' attainment has reflected the turbulence which followed amalgamation. Year 6 pupils' performance in the national tests in 2009 was below the national average, and boys' results in English were substantially lower than those of girls. Despite this, the majority of pupils made satisfactory progress and met their individual target in English and mathematics. The quality of pupils' current work and the progress they are making in lessons indicate clearly that the school has turned a corner and attainment is rising. More challenging targets have been set and most pupils are on track to achieve them. Pupils are growing in confidence and ability and an increasing proportion are producing work in English and mathematics of the standard expected for their age. Pupils with special educational needs and/or disabilities receive carefully planned support and make satisfactory and, at times, good progress towards their individual targets. Pupils from minority ethnic heritages are included fully in lessons and their achievement is satisfactory. The needs of pupils of Gypsy/Roma heritage are met well and they often make good progress relative to their starting points. The gap that has been commonplace in boys' and girls' attainment in English in the older classes

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is steadily closing as the strategies the school has implemented take effect.

Pupils have confidence in the staff to keep them safe and know exactly what to do if they have a problem or concern. They are appreciative of the after-school clubs the school provides and recognise fully how regular participation in sport contributes to a healthy lifestyle. Behaviour in and out of lessons is generally good. Pupils are proud of the contribution they make to school and carry out conscientiously their responsibilities as playground helpers and as school council members. Attendance is broadly average and pupils acquire a satisfactory range of basic skills in preparation for future learning and life. Many pupils gain a sense of enjoyment in learning about themselves, others and the world around them. Their moral and social development is a generally good but they have a very limited understanding of the multicultural nature of modern British society.

These are the grades for pupils' outcomes

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	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Most teachers show secure subject knowledge which they use effectively to develop pupils' knowledge and skills. They establish good relationships with pupils and praise

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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them regularly to encourage further effort. Where it is most effective, good teaching generates high levels of interest and encourages pupils to think for themselves. In a small minority of lessons, the activities fail to challenge and stimulate the pupils and progress is slow. The school has initiated a number of strategies to involve pupils in lessons and encourage them to check their own progress. Individually, these are helpful to pupils, but used together they often generate too much information. When this happens pupils are unclear about just what they should be focusing upon in order to improve and the lesson does not flow as smoothly as it might. Teachers make satisfactory use of assessment to match work to pupils' needs, although there are times when this could be tighter. Teaching assistants are deployed carefully and their work has a positive effect on pupils' learning, particularly those who need additional help and guidance.

Teachers have started to link different subjects together in meaningful ways which adds interest and cohesion to the content of lessons. Development in this area is incomplete and some opportunities have yet to be utilised fully. Pupils state that the lessons they enjoy most are those of a practical nature and teachers are placing increased emphasis on this in their lesson planning. Due emphasis is placed on basic skills, particularly those associated with literacy and numeracy. This is helping to improve pupils' attainment in many subjects. Pupils enjoy a good variety of extra-curricular activities which are well attended and do much for their health and well-being. An increasing range of well chosen visits and visitors is helping to broaden pupils' experiences and adds additional dimensions to their learning.

The school provides a well organised and welcoming learning environment. Pupils report that they feel safe and parents and carers have confidence that the school is taking good care of their children. The school keeps a very close watch over those who may be vulnerable and an effective referral system to the skilled learning mentors provides good quality support to those who need it. Effective use is made of outside agencies to support pupils with special educational needs and/or disabilities, enabling them to make effective use of their time in school. Good arrangements are in place to support Gypsy/Roma pupils but the school is less sure about the needs of pupils from other minority ethnic groups. Regular attendance is encouraged and effective arrangements are in place to monitor pupils' absence and to intervene where required. Transition arrangements are effective and ensure pupils are well cared for as they move through the stages of education.

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

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How effective are leadership and management?

The headteacher, supported by members of the senior management team, gives the school clear direction and provides a strong lead in school improvement. Leaders know the school well, but systems for measuring performance do not always link the relevant factors together well enough. Recent improvements in the pupils' progress tracking systems have ensured more effective identification of individual pupils who are at risk of underachieving. These systems are in the early stages of development and are not yet utilised fully to monitor the progress of all groups of pupils. While the school ensures that all pupils are fully included and none is discriminated against, some pupils have yet to achieve their full potential. Partnerships with other organisations benefit those who need specialist help and make a satisfactory contribution to pupils' learning. The school makes a valuable contribution to local community cohesion, but its contribution outside of the village of Drighlington is limited. The school has rigorous safeguarding procedures which meet requirements and are checked meticulously to ensure they are fully up to date and effective. Governors are steadily increasing the role they play in determining the school's strategic direction.

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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The majority of children enter the Nursery with knowledge and skills which are a little below those typical of the age group, particularly in their social and communication skills. Children make satisfactory progress through the Early Years Foundation Stage. By

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the end of Reception a large majority of children are working securely within the expectations for their age, although a small minority have yet to reach their age-related targets. Staff promote a happy, enjoyable environment in which pupils settle well and good partnerships are established with parents. Adults promote children's welfare effectively and the outdoor areas are safe and attractive. Staff provide firm but kind support. As a result, children develop good social and emotional skills. They learn to share and take turns and play well together. There is a good balance of child-initiated and teacher-led activities and good use is made of the indoor and outdoor spaces. At times, large numbers of boys congregate around one or two activities because they find the others less interesting. Regular assessments inform planning for the whole class but information is not used systematically to identify the next steps for individual children's learning. Leadership and management of the Early Years Foundation Stage are satisfactory and developing. A baseline assessment has been carried out in the Nursery for the first time this year. This will strengthen the school's ability to track the progress of pupils through the key stage but inconsistencies in the school's data make an in-depth analysis of how well children are progressing difficult.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

The majority of parents are satisfied with the education their children are receiving and pleased that they enjoy school. A number comment very positively on the support their children have received and how well this has been matched to their particular needs. A small number of parents feel that unacceptable behaviour is not managed well enough and that there is some bullying in school. The behaviour seen during the inspection was generally good and pupils responded quickly when teachers reminded them of what was expected. While pupils expressed very little concern about bullying, they did say there was occasionally some rough behaviour which teachers dealt with effectively. A small minority of parents feel that their children could be achieving more. Inspectors agree and were pleased to find that pupils' progress and attainment is starting to improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Drighlington 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 416 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	56	44	43	0	0	0	0
The school keeps my child safe	52	51	46	45	3	3	0	0
The school informs me about my child's progress	39	38	56	55	6	6	0	0
My child is making enough progress at this school	44	43	49	48	8	8	0	0
The teaching is good at this school	41	40	57	56	2	2	0	0
The school helps me to support my child's learning	37	36	59	58	5	5	1	1
The school helps my child to have a healthy lifestyle	33	32	65	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)	29	28	59	58	6	6	1	1
The school meets my child's particular needs	33	32	58	57	9	9	0	0
The school deals effectively with unacceptable behaviour	29	28	51	50	13	13	6	6
The school takes account of my suggestions and concerns	23	23	63	62	11	11	1	1
The school is led and managed effectively	30	29	54	53	11	11	2	2
Overall, I am happy with my child's experience at this school	41	40	56	55	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.



9 December 2009

Dear Pupils

Inspection of Drighlington Primary School, Bradford, BD11 1JY

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Drighlington Primary is a satisfactory school which cares for you well. It was good to hear how safe you feel at school. This is important to the staff and I know they will be pleased. While most of you are making satisfactory progress, I feel it could be even better. I have asked the school to look at a number of things to help this to happen. First, to make sure that in all lessons teachers provide interesting things for you to do that make you want to learn and encourage you to get involved. You can help by always joining in lessons fully and when asked to do things for yourselves, think carefully and always try to complete them to the best of your abilities. I have also asked teachers to make sure that the work they set is just at the right level so that you will be able to do it but only if you work hard. In the lessons I visited I saw you using Steps to Success, learning targets and lesson objects all at the same time. These are very useful but I have asked teachers to make sure there are not too many on the go at the same time. If you feel that the information you are getting is confusing you rather than helping, tell the teacher. They will be pleased that you have let them know and can do something about it.

Thank you to all the pupils who filled in the questionnaires about the school, they have been very useful and informative. Quite a lot of you indicated that you did not think behaviour in school was good enough. I can see why you think this but most of you behave well; it is just a small number who misbehave occasionally. Your personal development is good and it is clear to me that you are growing into sensible and responsible young people. I feel that you would enjoy meeting pupils from schools that are quite different to your own and I have asked the school to look at ways that this can be provided. I also made a few other suggestions to help the school get even better which teachers and governors will be looking into.

Thank you once again for a very enjoyable two days and best wishes for the future.

Yours sincerely

Mr Keith Bardon

Lead inspector

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