

Eldwick Primary School

Inspection report

Unique Reference Number	107255
Local Authority	Bradford
Inspection number	354355
Inspection dates	21–22 April 2010
Reporting inspector	David Carter HMI

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	472
Appropriate authority	The governing body
Chair	Mrs Anne-Marie Edwardes
Headteacher	Mrs Janice Kershaw
Date of previous school inspection	17 October 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors reviewed many aspects of the school's work. Most of the inspectors' time was spent looking at pupils' learning. Inspectors visited 15 lessons and observed 16 teachers. They held meetings with the chair of governors, staff and groups of pupils. They reviewed the school's analysis of pupils' progress, governors' meeting records, development planning and monitoring, local authority reports, a range of policies and procedures and samples of pupils' work. They also analysed 179 questionnaires returned from parents and carers as well as responses from pupils and staff.

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

- the attainment of children on entry to the school and the progress which they make during the Early Years Foundation Stage
- the progress made by different groups of pupils, in particular, boys and girls
- the extent to which the curriculum has impacted upon outcomes for pupils
- the effectiveness of the role of middle leaders.

Information about the school

Eldwick is a larger-than-average-sized primary school. Most pupils in the school are of White British heritage. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils who have special educational needs and/or disabilities is low compared to the national average.

The school holds the Healthy Schools Award, Investors in People, Artsmark Gold, Activemark and Financial Management standard.

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

Eldwick Primary School provides a welcoming environment where pupils enjoy coming to school and where they achieve well. The school's logo which is represented by a 'pair of shaking hands' is symbolic of the outstanding work it does in working with its partners in order to promote high standards of well-being for its pupils. The school has also developed an outstanding relationship with parents and carers who are highly supportive of the school and the information which it provides. The interactive learning platform, for example, gives parents access to information about their child's learning and the ways in which they can provide support at home. The school provides outstanding levels of care, guidance and support. The school knows individual pupils and families well. Pupils feel extremely safe and adopt exceptionally healthy lifestyles. They make a positive contribution towards the local community.

Teaching is good, more consistently so higher up the school, where the best lessons are characterised by high expectations with teachers putting the emphasis on pupils thinking for themselves and learning actively through 'doing'. Across the school, relationships are strong, and teachers make good use of a variety of resources and strategies to make the lessons interesting. Teachers generally plan well for the varying abilities of pupils in their classes. However, in mathematics, in particular, they do not make adequate use of assessments on how well pupils are doing in order to set work which is challenging. As a result of good teaching, pupils make good progress through Years 1 to 6 and by the end of Year 6, attainment is above average in all key subjects, although attainment is higher in English than in mathematics. During their time in the Early Years Foundation Stage, children make secure progress, and they reach average, and sometimes higher, standards by the time they leave the Reception Year. However, there are not yet enough opportunities for children in the Early Years Foundation Stage to learn outside. On the occasions they do so and when they are working on self-chosen activities there is not always sufficient adult support for learning.

Generally, although assessment information is helping teachers know what pupils have attained, there are inconsistencies in how teachers use this information, mark pupils' work and use pupils' targets in their everyday teaching. This means that pupils are not always clear about exactly how well they are doing. Pupils do not always have opportunities to respond to the marking comments and edit their work. Nevertheless, the overall strength of the teaching ensures that pupils make good progress.

The curriculum contributes well to both pupils' progress and their enjoyment of school. As a result, levels of attendance are outstanding. The curriculum is interesting and varied. It helps pupils to develop skills as learners which will assist them well as they transfer to secondary education and very well for their future economic well-being. It

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also contributes to pupils' spiritual, moral, social and cultural development, which is outstanding. The school has done much to promote community cohesion, both in school and locally.

The headteacher sets a clear direction for the school. She has high expectations of everyone in the school. The leadership team evaluates the school's performance accurately, for example, it has improved its system for tracking pupils' progress. This information is used to set challenging targets for pupils. Since the last inspection the school has maintained some aspects of outstanding provision, for example, its work in care, guidance and support and this demonstrates that it has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards in mathematics, by providing more challenging activities for pupils across Key Stage 2.
- Ensure that assessment information is used more effectively across the school by:
 - improving the consistency of teachers' marking comments so pupils are clear about what they need to do to improve their work
 - providing pupils with opportunities to respond to the marking, so that they are fully involved in their learning.
- Improve the quality of provision in Early Years Foundation Stage by:
 - creating further opportunities for children to learn outside
 - providing additional support for children while they are working on self-chosen activities.

Outcomes for individuals and groups of pupils

2

Pupils behave well in lessons and around the school. Relationships in class are good, and pupils succeed well in working collaboratively and productively. In lessons where teaching is imaginative and well paced, pupils learn well and make good progress although sometimes progress in lessons slows to satisfactory when pupils are not given clear enough indication of learning objectives.

Since the last inspection, when attainment was well above national averages, there has been a decline in standards over the last three years. Although attainment is above the national average, pupils attain higher standards in English and science than in mathematics. Pupils make good progress across Key Stage 1 and when they enter Year 3 they are attaining above national averages. Progress is consolidated in lower Key Stage 2 but accelerates rapidly during Year 6. Pupils make stronger progress in English than in mathematics. As the needs of the pupils with special educational needs and/or disabilities are effectively provided for, their progress matches that of their classmates. There is little variation in the progress of different groups throughout the school, including that of boys and girls. Consequently, achievement is good.

Pupils have an excellent understanding of why a healthy lifestyle is important, as shown

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by their knowledge in discussions and their take-up of sporting activities. They enjoy taking responsibility, for example, in serving on the school council, acting as buddies and helping younger children. Pupils' outstanding spiritual, moral, social and cultural development is evident in their mature, reflective attitudes and high levels of care they show towards others.

These are the grades for pupils' outcomes

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

How effective is the provision?

Although the quality of teaching ranges from satisfactory to outstanding, it is good overall. In the better lessons, the teaching is imaginative, well paced and engages the pupils very well. This was seen, for example, in a Year 6 lesson in which pupils were given the confidence and motivation to undertake an investigation about ratio and proportion following a presentation about Leonardo Da Vinci's drawing of the Vitruvian man'. Where teaching is satisfactory, lesson objectives are less clearly explained to pupils and they are not always sure how to improve their work. Although the school has a team of experienced teaching assistants, there are inconsistencies in the ways in which they are deployed. Occasionally, there is insufficient focus for the levels of

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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support which they provide, for example, during the beginning of lessons. The school makes effective use of subject-specialist teaching. For example, the deployment of specialist teachers in physical education enables pupils to receive high quality instruction. As a result, the pupils enjoy a range of physical activities and take part in various competitive sports.

Pupils enjoy the good range of the curriculum, which includes modern foreign languages, opportunities to use information and communication technology (ICT), and the opportunity to develop business and enterprise skills. Pupils talk enthusiastically about the residential visits, which have been recently extended to include pupils in Year 2. The school harnesses its work with a range of partners in order to provide a wide range of extended schools activities such as after-school clubs, which have high take-up rates.

Parents agree that children are looked after very well. Staff know the pupils well and they work closely with families and other agencies to ensure that they have high levels of care, guidance and support. The school works closely with the various secondary education providers to ensure that the pupils enjoy a smooth transfer from Year 6 to Year 7.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Since the last inspection, there have been changes in the leadership structure of the school. The recently appointed headteacher provides clear direction for the school and she has shared her ambition with the staff team. Senior leaders undertake a range of monitoring and evaluation activities and they are aware of the school's strengths and areas for development. For example, information from the school's data system is helping senior leaders and teachers to review the progress and development of individual pupils. However, at this stage, this is not extended to consider the progress of different cohorts. Leadership is distributed across the school and there is a team approach to securing improvement. Middle leaders are developing their skills in supporting senior leaders in the monitoring and evaluation of teaching and learning.

Governors have a good understanding of the strengths and areas for development in the school due to good organisation and systematic monitoring. They have ensured, through their cycle of meetings, presentations and feedback following monitoring visits, that they have sufficient knowledge to be well placed to challenge the school about key issues.

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Safeguarding procedures are good due to staff training and effective monitoring to check the robustness of systems. The school's strategies for pursuing evidence to ensure similar academic outcomes for all groups of pupils are good. For example, the school has reviewed the curriculum to ensure that it engages both boys and girls in their learning. Consequently, the historical differences in the achievement of particular groups of pupils are being addressed and the gaps are closing due to targeted intervention and careful monitoring. The school's contribution to community cohesion is good, with a number of wide-ranging activities. It has strong links locally with a school in Bradford as well as internationally, and pupils have strong understanding of global issues. Links with schools nationally are developing.

The school's work as part of the Aire Valley Learning Network is outstanding and this partnership is enabling pupils to access a wide range of learning activities, which is supporting their academic and personal development and well-being. The school deploys its resources carefully and secures good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with knowledge and skills slightly above what is expected. They make steady progress through the Early Years Foundation Stage so that by the time they leave, standards are at least in line with the national average and in some areas they are above. This is particularly the case in language for communication and for thinking and in personal, social and emotional development. Creative development and calculating are areas of relative weakness.

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The indoor learning environment is stimulating and supports all the areas of learning. Staff support learning effectively, particularly in teacher-led learning sessions. This helps children to develop a range of skills, including those to do with personal development and those concerned with effective speaking and listening. The outdoor area for the Reception class has only very recently been extended and it is developing well as a resource for learning. However, when children are working outside, and engaged in child initiated activities there is not always sufficient adult support for learning. This is also the case in the Nursery where access to the outdoors, is restricted at times.

Children enjoy their learning and they have good levels of concentration. There are good relationships with adults. They feel safe in the welcoming environment and they behave well. Children readily adopt good hygiene practices and the very good focus on healthy lifestyles means children know which foods are healthy and which are not! Even the youngest children in the Nursery understand the importance of exercise and the impact of it on their body. Children contribute well by being very willing to join in with activities and by contributing to discussions. They are developing the skills that they will need for the future, for example, in their confident use of ICT. They work especially well together and share well. For example, in the role-play area in the Reception class, three children gathered up all the equipment they would need to take their 'babies' for a shopping trip. The majority of staff including the Early Years Foundation Stage leader are relatively new to their posts. They are all enthusiastic and have worked well together to implement the requirements. Changes are effective. For example, the new e-profile tool for assessment has only recently been established; however, they are providing staff with a clear picture of what is going well and where a greater focus is required.

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

A very large majority of parents and carers have very positive views about the school. Parents and carers are confident that their children enjoy school, feel safe, and benefit from an ethos which combines a drive for good standards with good personal development. A small minority of parents and carers do not believe that their child is making good progress. The inspection team found that, despite some inconsistencies in the rates of progress at different times in the pupils' learning journey through the school, overall, they make good progress during their time at school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eldwick 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 179 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	130	73	46	26	2	1	0	0
The school keeps my child safe	133	74	44	25	1	1	0	0
The school informs me about my child's progress	98	55	79	44	2	1	0	0
My child is making enough progress at this school	100	56	69	39	8	4	0	0
The teaching is good at this school	116	65	60	34	1	1	0	0
The school helps me to support my child's learning	99	55	78	44	2	1	0	0
The school helps my child to have a healthy lifestyle	114	64	57	32	3	2	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)	107	60	63	35	1	1	0	0
The school meets my child's particular needs	100	56	71	40	6	3	0	0
The school deals effectively with unacceptable behaviour	94	53	69	39	5	3	1	1
The school takes account of my suggestions and concerns	81	45	82	46	5	3	0	0
The school is led and managed effectively	116	65	56	31	1	1	1	1
Overall, I am happy with my child's experience at this school	124	69	50	28	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 April 2010

Dear Pupils

Inspection of Eldwick Primary School, Bingley, BD16 3LE

Thank you for making the inspectors so welcome when we visited your school recently. We were impressed with the way in which you answered our questions in such a friendly and polite way. We appreciated your support and this has helped me to write the report. In the report, I have said that your school is good overall. We found that:

- the staff take very good care of you
- you feel very safe and enjoy coming to school due to the interesting activities which you do both during and after school
- you behave well and are keen to do well in your learning
- you enjoy your learning and taking part in after-school clubs.

Teaching is good. In lessons, you listen well, try your best and present your work carefully. The way you help each other and take responsibility, such as being members of the school council or playground buddies, is also good. The way the school is led and managed is good. Your school leaders are eager for you to do as well as you can. This is why they keep assessing your progress and are keen to help you to improve. To help the school to do as well as it can for you, I have asked leaders and teachers to make the following improvements.

- Help you to improve your progress in mathematics by providing you with more challenging work.
- Ensure that marking in your books always shows you how to improve your work.
- Provide you with opportunities to respond to written comments on your work so you can show how you have improved.
- Ensure that the youngest children have further opportunities to learn outside and are supported more by adults when they are learning through activities they choose for themselves.

You can help by continuing to do your best work and remembering to take part in all that your school has to offer.

Yours sincerely

David Carter

Lead inspector

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