

Blakehill Primary School

Inspection report

Unique Reference Number	107224
Local Authority	Bradford
Inspection number	336836
Inspection dates	28–29 April 2010
Reporting inspector	Stephen Fisher

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Miss Angela Geraghty
Headteacher	Mr Trevor Patterson
Date of previous school inspection	10 May 2007
School address	Highfield Road Idle Bradford BD10 8QN
Telephone number	01274 414355
Fax number	01274 414356
Email address	office@blakehill.bradford.sch.uk

Age group	4–11
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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons and observed 19 teachers. They held meetings with pupils, staff and governors. They observed the school's work, and looked at documentation including improvement plans, records of pupils' attainment and progress, pupils' work in their books, and policies and procedures relating to safeguarding. The inspection team analysed 157 questionnaires returned by parents and carers, and those from staff and pupils.

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

- the extent to which improvements in attainment in Key Stages 1 and 2 are likely to be sustained
- the school's strategies for monitoring and improving pupils' progress in writing in Key Stage 2
- the effectiveness of leaders at all levels in bringing about the school's improvement
- the impact of improvements in provision for children in the Early Years Foundation Stage.

Information about the school

The school is larger than average. Most pupils are from families of White British heritage. A tiny proportion speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is broadly average. There has been a high turnover of teaching staff since the last inspection and an assistant headteacher has been appointed. The school has gained awards which recognise its contribution to promoting pupils' health and physical education and it has gained Investors in Pupils status. There is before- and after-school childcare provision which is subject to a separate inspection.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. From the time they enter Reception, the school places a strong emphasis on pupils' personal development. A calm, positive atmosphere permeates throughout; pupils are happy, they get on very well with each other and work hard in their lessons. Pupils take pride in the range of jobs that they carry out, such as assisting in the school office and the dining room at lunchtimes and being members of the school council.

When they start school, the level of children's skills varies but it is broadly average, apart from their writing skills, which are underdeveloped. Most pupils, including those with special educational needs and/or disabilities, make good progress as they move through the school. By the end of Key Stage 2 pupils' attainment in national tests is slightly above average in English and significantly above average in mathematics and science. Opportunities for pupils to write in a range of ways in different subjects as they move through the school are inconsistent and the percentage of more-able pupils who attain at the higher level in writing at the end of Key Stage 2 is slightly below average. Pupils have a good understanding of how to lead healthy lifestyles. They make sensible choices when choosing their school lunches, understand the need for a balanced diet and enjoy the range of physical activities that the school provides. Pupils' spiritual, moral, social and cultural development is good. They have respect for adults and their peers and a strong sense of right and wrong. One commented that 'school rules are always fair'. Pupils enjoy a range of visits to places of worship, including churches, mosques and temples, though their understanding of the multicultural nature of modern Britain is not well developed. Leadership of the school is good. Safeguarding procedures meet statutory requirements, but although systems for monitoring and reviewing safeguarding policies and arrangements are in place, these are not well developed. The school has an accurate view of its strengths and areas for development. It has been successful in consolidating previously good performance, in improving outdoor provision in the Early Years Foundation Stage and in improving assessment procedures. Parents and carers speak very highly of the school and of the progress that their children make. Staff are committed to further improvement and are supported by a strong and sharply focused governing body. All this demonstrates the school's good capacity to improve.

What does the school need to do to improve further?

- Improve attainment in writing in each key stage by creating more opportunities for pupils to develop their writing skills across the curriculum.
- Ensure that pupils have a good understanding of the multicultural nature of modern

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Britain.

- Improve safeguarding procedures by ensuring that:
 - roles and responsibilities are clearly defined
 - a more systematic approach is taken to the review of policy, practice and meeting training needs.

Outcomes for individuals and groups of pupils**2**

Pupils throughout the school enjoy their lessons, work hard, listen well and, as a result, make good progress. They collaborate effectively when asked to work in pairs and small groups and concentrate well when not directly supervised by an adult. Most work carefully and demonstrate the ability to edit their work, as in a Year 6 lesson where pupils were drafting letters to the leader of a political party in which they made suggestions about how to improve schools. Though there are inconsistencies within year groups, work in pupils' books is presented well and by the end of Year 6 pupils write lively and interesting accounts and stories using accurate spelling and punctuation. However, they do not always apply their writing skills as effectively to their work in other subjects. Their attainment in mathematics is good and it has been consistently high in science over the last three years. Pupils make good progress from their starting points in reading. Progress in the development of their writing skills is less well developed but improving.

Pupils are polite and friendly. They behave well in lessons and around the school, as in the dining room for example, where the atmosphere is very convivial. Pupils have good awareness of how to keep safe and a clear understanding of the need to have regard for the safety of others. For example, pupils in Key Stages 1 and 2 play very safely together on the school field at lunchtimes. They enjoy physical activity, making good use of sports equipment at playtimes and by joining in the wide range of extra-curricular activities that the school provides.

Pupils develop good basic literacy, numeracy, and information and communication technology (ICT) skills. In addition, their ability to work independently, in pairs and in small groups, means that they are well prepared for the next stages of their education. They develop their literacy, numeracy and practical skills well in 'real-life' contexts, such as through the Early Years Foundation Stage 'Beanstalk' theme and in a Year 6 mathematics lesson, where pupils had to work within a fixed budget to purchase provisions for a party to take place after the national tests.

These are the grades for pupils' outcomes

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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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	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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Though there are some inconsistencies within year groups, teaching is good across the school. This, together with the effective use of assessment information by teachers, ensures that pupils make good progress in their learning. In all lessons teachers clearly explain to pupils what they will be learning and how they will be working. Teachers have good ICT skills and use them well to help to promote pupils' understanding, as in a Year 3 ICT lesson where pupils were learning to combine text and graphics. Teachers take good account of pupils' prior attainment in planning to meet the needs of different groups of pupils. For example, information is used well to deploy staff to assist pupils with special educational needs and/or disabilities and to support reading activities in Year 2. In the best lessons the teaching takes account of pupils' different learning styles and makes excellent use of pupils' literacy targets, as in a Year 4 English lesson, where pupils were successfully developing their use of connectives. Teachers give pupils many opportunities to work in pairs and small groups and this enables them to develop their thinking, speaking and social skills well. The school improvement plan acknowledges the need for teachers to create more opportunities for pupils to develop their writing skills in lessons across the curriculum.

The curriculum provides well-organised, imaginative and effective opportunities to promote pupils' learning. It develops their wider interests through weeks with themes based on the arts, health and science; a good programme of extra-curricular activities; visits to places of interest; and visitors to the school, such as a mountain rescue team, though pupils have fewer opportunities to work and play alongside pupils from different backgrounds. The Investors in Pupils programme has had a marked effect on pupils'

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ability to take responsibility for their personal and academic development and on the extent to which they can contribute to school life.

The care, guidance and support that pupils receive meet their individual needs effectively. Staff know the pupils very well, encourage them to take responsibility and expect them to look after themselves and each other. School assemblies, which include visits from faith leaders and a programme of personal and social development, promote pupils' well-being positively. Good links with external agencies and well-structured intervention programmes help to ensure that pupils with special educational needs and/or disabilities are properly cared for and make good progress. The school's arrangements for the admission of children to the Early Years Foundation Stage and for their transfer to local secondary schools are effective.

These are the grades for the quality of provision

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

How effective are leadership and management?

The areas for improvement from the last inspection have been addressed successfully, particularly in terms of provision in the Early Years Foundation Stage. Teaching and learning are monitored effectively, subject leaders have effective improvement plans and there are good systems for assessing pupils' attainment and for tracking their progress. The school is in a good position to sustain improvement in attainment in Key Stages 1 and 2.

The governing body has ensured that all statutory duties are met and that pupils are securely safeguarded, though there is a lack of rigour in monitoring and evaluating the success of some of its health and safety policies and procedures. Governors are knowledgeable and support the school well. They have a good understanding of the strengths of the school. They know what needs to be done to improve it further and are committed to doing so. Relationships with parents and carers are good and they comment very positively about the school. Partnerships with other schools, local authority agencies and voluntary organisations are good and make a positive contribution to the achievements of the pupils. The school tackles all forms of discrimination effectively and all pupils in the school have an equal opportunity to develop their talents. The school is a very cohesive community. It has good links with other local schools, though the promotion of pupils' understanding of the multicultural nature of modern Britain is less well developed. The school deploys its resources effectively to achieve good outcomes for pupils and good value for money.

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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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make particularly good progress in their personal, social and emotional development and in the development of their speaking, reading and writing skills. They are cared for well and feel happy and secure as a result. Children enjoy school, readily follow instructions from adults, and cooperate and play with each other very well. Their behaviour is outstanding. They know about healthy eating. For example, when discussing the Farmer Duck story, one said that instead of chocolate for breakfast 'you should have broccoli and cauliflower'!

Staff provide a calm, nurturing and stimulating environment with established routines that enable children to develop their self-confidence. Both indoors and outside there is a good balance of activities led by adults and others chosen by children. Staff ensure that there is targeted teaching of groups of children to develop specific skills, assess gains in learning and plan the next steps. Formal assessment arrangements are securely in place, though the ability to assess achievement informally through observation is less well developed. There are good links between different areas of learning and a range of well-organised and easily accessible resources. Children particularly enjoy using the role-play and digging areas and the climbing tower.

Under the guidance of the recently appointed Early Years Foundation Stage leader, staff plan together to ensure that policies and procedures are properly implemented, that the children are kept safe and that they have equal access to the full range of experiences that the setting provides.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

A majority of families responded to the questionnaires for parents and carers. They were overwhelmingly positive about the school's work. They were particularly positive about the approachability and helpfulness of school staff, the quality of teaching and the care that the school provides. Inspection findings support these views. A small number of parents and carers believed that behaviour was not well managed. Inspectors discussed these issues with the school and were satisfied with the school's responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Blakehill 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 157 completed questionnaires by the end of the on-site inspection. In total, there are 419 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	43	85	54	5	3	0	0
The school keeps my child safe	81	52	69	44	2	1	0	0
The school informs me about my child's progress	46	29	100	64	8	5	0	0
My child is making enough progress at this school	54	34	89	57	10	6	1	1
The teaching is good at this school	64	41	83	53	5	3	0	0
The school helps me to support my child's learning	49	31	94	60	10	6	0	0
The school helps my child to have a healthy lifestyle	43	27	114	73	0	0	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)	27	17	110	70	8	5	1	1
The school meets my child's particular needs	41	26	104	66	6	4	2	1
The school deals effectively with unacceptable behaviour	33	21	100	64	17	11	5	3
The school takes account of my suggestions and concerns	26	17	111	71	10	6	2	1
The school is led and managed effectively	38	24	105	67	6	4	2	1
Overall, I am happy with my child's experience at this school	66	42	77	49	5	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). 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.



30 April 2010

Dear Pupils

Inspection of Blakehill Primary School, Bradford, BD10 8QN

Thank you very much for the warm and friendly welcome you gave to the inspection team when we visited your school on 28 and 29 April. We were very impressed by your positive attitudes to school and your polite and friendly behaviour. It was obvious to us that you enjoy learning and playing together and carrying out your all your responsibilities properly.

Blakehill Primary School is a good school and you have played your part in making it so. Well done!

Here are some of the reasons we have judged your school to be good

- You make good progress in your learning and achieve above-average standards.
- You know how to live healthily.
- You get on with each other in lessons and at break times.
- The teaching is good and staff take care of you well.
- Your school has good leaders and governors.

I have asked your teachers and governors to make three changes to further improve your school. These are:

- to give you more opportunities to develop your writing skills in different subjects
- to give you a better understanding of the lives and cultures of different people in Britain
- to look at safety arrangements – you are kept safe but the school's procedures should be tightened up to make sure that this remains the case.

Best wishes

Yours sincerely

Mr Stephen Fisher

Lead Inspector

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