

Bankfoot Primary School

Inspection report

Unique Reference Number	107248
Local Authority	Bradford
Inspection number	356119
Inspection dates	2–3 March 2011
Reporting inspector	Andrew Clark

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	275
Appropriate authority	The governing body
Chair	Mr - Jamil
Headteacher	Mrs Juliet Wright
Date of previous school inspection	9 April 2008
School address	Bolingbroke Street Bankfoot, Bradford West Yorkshire BD5 9NR
Telephone number	01274 732068
Fax number	01274 371716
Email address	office@bankfoot.bradford.sch.uk

Age group	3–11
Inspection dates	2–3 March 2011
Inspection number	356119

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed nine teachers. The inspectors held meetings with members of the governing body, the staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan, and pupils' progress and attainment data. The inspection team analysed 166 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress pupils make throughout Key Stage 2, particularly in writing and mathematics.
- The extent to which all groups of pupils take responsibility.
- The promotion of pupils' literacy, numeracy and information and communication technology (ICT) skills through other subjects.
- The effective use of self-evaluation to drive improvements.

Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is above average. The vast majority of pupils are from minority ethnic backgrounds. A much higher proportion of pupils than usual speak English as an additional language. The percentage of pupils with special educational needs and/or disabilities is average. The school has achieved Investors in Pupils, Investors in People, Investors in Families and the ICT Kite mark. Two-thirds of the teaching staff are new to the school since the last 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. The outstanding rigour and clear-sightedness of the headteacher and senior management team has enabled the school to improve continuously through a period of significant staff changes. Pupils of all abilities, including those with special educational needs and/or disabilities, progress well as a result of good teaching and learning and an outstanding curriculum. The effective care, guidance and support the school provides and the excellent partnership with parents and carers ensures that pupils possess at least good and sometimes outstanding personal qualities. Pupils of all abilities make good progress overall because lessons are often exciting and challenging. Very occasionally, lessons do not challenge pupils enough to allow them to make the fastest progress they could. However, overall, pupils succeed well and leave Year 6 with attainment which is average. The school is particularly successful at helping vulnerable pupils and those who speak English as an additional language reach challenging targets. Pupils of all abilities make extremely good progress in the use of ICT. Pupils' behaviour is good and they are kind and tolerant towards each other. Their attendance is average. Pupils say they feel very safe and have an excellent understanding of how to avoid unsafe situations. They show an excellent commitment to the school and wider community through their many responsibilities, such as the school council and through the school magazine. Pupils have an outstanding understanding of the needs of others and display this through links with schools in different circumstances and fund-raising efforts. As a result pupils' spiritual, moral, social and cultural development is outstanding and contributes to the school's excellent commitment to community cohesion.

The quality of teaching and learning is good overall. Teachers have high expectations and make very good use of ICT to motivate and engage pupils. On a few occasions teachers do not match work closely enough to pupils needs and involve them in working things out for themselves. The curriculum is outstanding. Excellent links between subjects makes learning exciting and relevant. The school is enriched by the many displays of high-quality pupils' work in many subjects. Robust procedures to keep pupils safe and to break down any barriers to learning contribute to the effective care, guidance and support the school provides.

The well-informed governing body contributes well to the accurate self-evaluation procedures. Pupils' attainment, progress and the quality of provision have all developed well since the last inspection and the school has a good capacity for further improvement as a result. 'My children really enjoy school as it is a safe and caring environment thanks to the brilliant headteacher and her staff' is a comment that reflects the views of the vast majority of parents and carers.

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

What does the school need to do to improve further?

- Hasten pupils' progress further by:
- - ensuring all work is closely matched to pupils' individual needs
- - improving pupils' skills in thinking things out for themselves.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities take pride in their work and present it well. They respond well to teachers' high expectations. They enjoy learning and are keen to achieve well because they have clear targets to aim for. They speak purposefully about their work and plan and organise their ideas. This makes a strong contribution to their personal development and the good progress they make in all subjects. Pupils make excellent use of laptops, video, recording and other ICT resources to investigate and present their ideas.

Children start the Early Years Foundation Stage with skills that are low compared to those of children of a similar age. By the end of Year 6, pupils' attainment in English and mathematics is average. There is a good trend of improvement in national tests and assessments since the last inspection. As a result, pupils are prepared well for their future learning. Pupils often make exceptional progress in their speaking and listening skills because of the strong focus all staff give to acquiring a rich and relevant vocabulary. Progress in reading, writing and mathematics is good at both key stages. In a few lessons, progress is satisfactory because pupils are given too much direction and have too little opportunity to work things out for themselves or with a partner. Very occasionally, pupils complete tasks which are too easy for them before starting more challenging tasks.

Pupils have an excellent voice in school improvement through their involvement in planning aspects of the curriculum and the management of their class budget. They take significant responsibility for planning and organising fund-raising activities. Pupils show a good commitment to healthy lifestyles through participation in sporting clubs and activities. They are reflective in response to well-planned assemblies, personal and social education lessons, and first-hand links with other schools locally and abroad. As a result pupils have an excellent understanding of social and moral issues, such as racial intolerance.

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

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	3
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	2
The extent to which pupils contribute to the school and wider community	1
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	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers' expectations are generally high and pupils strive hard to meet them. Detailed and sharply-focused lesson plans largely ensure the needs of different groups of pupils are met. However, on a few occasions, teachers instruct pupils rather than letting them work things out by themselves or with a partner. As a result, the quality of teaching and learning is good overall and has improved well since the last inspection. Extremely rigorous systems for assessment and providing feedback to pupils have contributed well to improving standards. Very occasionally, the marking is not focused sharply enough on helping pupils improve their own work. Most lessons are exciting, fast-paced and highly enjoyable.

The outstanding curriculum is extremely well planned to provide highly memorable and stimulating experiences through themed activities, many visits and visitors and subject weeks. The planning is based on a close analysis of pupils' needs and interests. Learning in literacy, numeracy and ICT is carefully and imaginatively woven into study in all subjects. Pupils have excellent opportunities to learn through practical experiences and investigations which they sometimes plan for themselves. This is reflected in the high-quality work in art, history, design and technology and science displayed throughout the school. There are excellent homework procedures to enable parents and carers to support their children's learning and contribute to their progress.

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

Care, guidance and support are good overall. Effective procedures ensure pupils are safe and behave well, and that attendance has improved to average levels. The school has very good systems to support the more vulnerable pupils and their families, for example, through the role of the special educational needs coordinator and learning mentor. These are effective in breaking down barriers to learning and contribute well to the success vulnerable pupils have in their learning.

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	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school does not stand still. Leaders and managers have great ambition and passion for the school, which are very effectively transmitted to colleagues. Excellent systems for tracking pupils' progress are used to check that individuals make the progress of which they are capable. This ensures that pupils have outstanding equal opportunities to succeed because the school identifies any pupil in danger of underperformance and takes very prompt action. Adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. Extremely rigorous monitoring and support from senior leaders and managers has ensured good improvements to the quality of teaching and learning. Staff morale is high. However, the school recognises the need to further embed the best practice to iron out the few inconsistencies in the quality of teaching and boost learning and progress still further.

Robust policies and record keeping contribute to good-quality procedures for safeguarding. The headteacher and her team have a through understanding of the needs of the community. They forge outstanding links with parents and carers through training, homework and high levels of communication through the school's website. The school plays an integral role in local events, including historical projects, working with different faiths and holding special celebrations. Through first-hand experiences pupils develop a good understanding of different cultures, which contributes well to the school's excellent promotion of community cohesion. The governing body is very supportive and increasingly challenging. It has good procedures to ensure it is well informed about all aspects of school life and to ensure that resources are deployed well.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with skills which are low compared to those of children of a similar age. They are particularly low for communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, attainment is below, but increasingly close to, average overall. There are very good induction systems to support children and to quickly settle them in to the Nursery class. Excellent links with parents and carers contribute to the smooth start children make. Children feel safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are good overall. There are excellent systems to share information on children's progress with parents and carers. There are fun and imaginative programmes to help children make progress in early reading and writing. The early reading books staff produce, based on the children's own experiences, are very engaging. As a result of these experiences, children who speak English as an additional language get off to a flying start.

There is a good balance between adult-led activities and those that children can choose for themselves, indoors and outside, which contributes well to all areas of learning. Very occasionally, however, adult-led group activities are not challenging and fast-paced enough to promote the best progress. The activities children choose for themselves are imaginative and provide challenge to children of different ability. Children and staff make very good use of a wide range of ICT resources to develop basic skills and learn more about the world around them. The Early Years Foundation Stage leader and her staff know the strengths and weaknesses of provision and are taking effective steps to monitor provision and its impact on outcomes. As a result, the Early Years Foundation Stage is well placed to continue to improve.

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

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

Almost two-thirds of parents and carers responded to the questionnaire, which is a higher proportion than usual. They are very supportive of the school and very proud of the education offered to their children. A small minority of parents and carers feel that the school does not help them support their children's learning. The inspection team investigated these opinions. The views of the parents and carers are reflected in the findings of the inspection because virtually all aspects of its work, including the support the school gives to parents and carers, are at least good and some are outstanding compared with similar schools. 'The management takes account of my suggestions and concerns and rapidly deals with them. I am extremely pleased with the school and the teachers' is very typical of the opinions held by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bankfoot 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 166 completed questionnaires by the end of the on-site inspection. In total, there are 275 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	107	64	56	34	2	1	1	1
The school keeps my child safe	103	62	58	35	3	2	1	1
My school informs me about my child's progress	94	57	60	36	7	4	2	1
My child is making enough progress at this school	79	48	74	45	10	6	1	1
The teaching is good at this school	81	49	78	47	3	2	1	1
The school helps me to support my child's learning	76	46	78	47	10	6	1	1
The school helps my child to have a healthy lifestyle	76	46	81	49	7	4	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)	60	36	84	51	6	4	1	1
The school meets my child's particular needs	74	45	83	50	5	3	2	1
The school deals effectively with unacceptable behaviour	86	52	75	45	2	1	2	1
The school takes account of my suggestions and concerns	78	47	81	49	3	2	1	1
The school is led and managed effectively	89	54	73	44	0	0	1	1
Overall, I am happy with my child's experience at this school	97	58	61	37	3	2	1	1

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



4 March 2011

Dear Pupils

Inspection of Bankfoot Primary School, Bradford, BD5 9NR

Thank you for the friendly welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you and seeing you in your lessons and at playtime.

These are some of the things we found out about your school.

- You go to a good school.
- The headteacher and her staff provide excellent leadership for the school.
- You feel very safe and have an excellent understanding of the dangers of the internet.
- Your involvement in school life through the school council and many other responsibilities is outstanding.
- You enjoy your lessons because the teachers usually give you practical and fun things to learn about.
- You make excellent use of computers, cameras and voice recorders in your work. You produce a very good quality school magazine.
- You take pride in your work and reach at least average standards.
- Sometimes teachers give you work which is not quite hard enough for all of you.
- Teachers do not always expect you to work things out for yourselves and improve your own work.

To help your school become even better, I have asked your headteacher and the governing body to:

- make sure that all the work they set you helps you make the best progress you can
- help you to work things out for yourselves as often as possible.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Andrew Clark
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.