

Lapage Primary School and Nursery

Inspection report

Unique Reference Number	107211
Local Authority	Bradford
Inspection number	356108
Inspection dates	11–12 April 2011
Reporting inspector	Stephen Wall

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	689
Appropriate authority	The governing body
Chair	Nadira Mirza
Headteacher	Mr Wahid Zaman
Date of previous school inspection	5 March 2008
School address	Barkerend Road Bradford West Yorkshire BD3 8QX
Telephone number	01274 770170
Fax number	01274 770171
Email address	wahidzaman@lapageprimaryschool.co.uk

Age group	3–11
Inspection dates	11–12 April 2011
Inspection number	356108

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 four additional inspectors. Inspectors observed teaching and learning in 23 lessons, taught by 23 teachers. The inspectors held meetings with members of the Interim Executive Board of Governors (IEB), staff and groups of pupils. The inspectors observed the school's work, and looked at monitoring of pupils' progress, the school's self-evaluation and planning for improvement, and documentation relating to safeguarding. Questionnaires from 277 parents and carers were scrutinised, together with those returned by staff and pupils.

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

- Whether pupils' low attainment is rising securely, and whether pupils' learning and progress are accelerating rapidly enough.
- How well pupils with special educational needs and/or disabilities and those who speak English as an additional language make progress.
- How effective teaching is in enabling pupils to learn and make progress as they move up through the school.
- How accurately leaders and managers at all levels evaluate the school's effectiveness and use the outcomes to identify and tackle shortcomings to drive the school forward.

Information about the school

This is a much larger-than-average primary school in which a high proportion of pupils is known to be eligible for free school meals. Almost all pupils are from minority-ethnic groups, chiefly Pakistani and Bangladeshi. Most pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. The proportion of pupils joining and/or leaving the school at other than usual times is above average but reducing. In July 2009 an executive headteacher and an IEB were appointed to lead and manage the school. The current headteacher took up post in September 2010. The IEB is still in place. The school has Healthy Schools status and has gained the Quality in Support award.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. It is improving rapidly because good leadership and management are reinvigorating its work and effectiveness. Leaders and managers evaluate the school's effectiveness accurately. They have pinpointed weaknesses and are tackling them rigorously and effectively. For example: the Early Years Foundation Stage has improved significantly since the previous inspection and is now good; inadequate teaching has been challenged and eradicated; and the quality of teaching is now good. This is enabling all pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, to make good progress. Consequently, despite attainment still being low, inspection evidence shows that it is now rising securely and strongly. The school recognises that it needs to raise attainment in English and mathematics further. The good quality of teaching, rising attainment and the rapid acceleration in pupils' learning and progress demonstrate the school's good capacity to improve further.

Several aspects of pupils' personal development are good. These are: the extent to which they feel safe; their behaviour in class and around school; their adoption of healthy lifestyles; and their spiritual, moral, social and cultural development. Pupils enjoy school. They are respectful and welcoming to visitors. Relationships throughout the school are strong. These underpin the good care, guidance and support the school provides for pupils and helps them feel very safe in school and valued as individuals.

Teaching is good. Teachers make good use of assessment to match tasks to pupils' abilities. Marking is of a consistently high quality. Lesson planning is detailed. Pupils' writing, however, is predominantly factual with too little emphasis on creative writing. This acts a barrier to raising attainment further in English. In mathematics, too many opportunities are missed to apply numeracy skills to real-life or problem-solving situations. Sometimes pupils rely too heavily on teacher instruction; this acts as a barrier to developing pupils' skills as independent learners. The curriculum provides pupils with a growing range of extra-curricular activities. The use of topic and themed work is providing them with stimulating learning experiences, but is not yet being exploited fully to integrate and develop pupils' literacy, numeracy and information and communication technology (ICT) skills across subjects.

The headteacher, ably supported by the deputy headteacher and other leaders and managers, is bringing about a 'sea change' in the school's effectiveness. This is seen in the strengthening of the school's engagement with parents and carers, the effectiveness of partnerships, the promotion of equal opportunities, safeguarding, and the promotion of community cohesion, all of which are good and improving.

Up to 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.

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?

- Raise attainment further in English and mathematics so that is consistently close to or at the national average by:
 - providing pupils with more opportunities to develop their skills in writing creatively and reflectively
 - providing pupils with more opportunities to apply their mathematical skills in practical problem solving
 - developing pupils' skills as independent learners
 - enhancing the range of opportunities in the curriculum for pupils to apply their literacy, numeracy and ICT skills across a range of subjects.

Outcomes for individuals and groups of pupils

3

In lessons pupils are keen to contribute their ideas and answers. They work hard and with interest. They are keen to do well and enjoy learning. They work together well in pairs and small groups where they listen respectfully to each other's ideas and offer constructive criticism. Their behaviour is consistently good. Children join the Early Years Foundation Stage with skills that are generally well below age-related expectations. By the end of Key Stage 2 attainment has been variable in recent years. Generally, it has been significantly below average for all groups of pupils. However, in the 2010 Key Stage 2 test results the proportion of pupils attaining expected levels in mathematics rose significantly to reflect the national average and English results also showed signs of improvement. The level of attainment of pupils with special educational needs and/or disabilities rose very steeply because leaders and managers have improved provision significantly and are tracking their progress much more closely. School assessment data and inspection evidence show that the trend of improvement is set to continue unabated and that progress is solidly good for all groups of pupils. Since attainment is low but pupils are making good progress the gap with national averages is being closed and achievement is satisfactory.

Pupils say how safe they feel in school. The take-up of healthy school lunches is very high. Even the youngest pupils can say what foods are good for them and why. Pupils enjoy the range of sporting activities provided for them in the curriculum and at other times outside lessons. Pupils enjoy taking on responsibilities in school. For example, there is a very active school council that plays an important role in improving playground facilities. Leaders and managers have forged good links with the local community and parents. However, pupils are not yet as actively involved in the local community as they might be. Pupils' average attendance and their current improving attainment in literacy, numeracy and ICT demonstrate their satisfactory preparation for future success. Pupils' good behaviour, their respect for each other and for different religions and cultures demonstrate their good spiritual, moral and cultural development.

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	3
Taking into account:	
Pupils' attainment ¹	4
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	3
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	2

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?

Pupils say how much teaching has improved. 'Lessons are more interesting. We are enjoying lessons much more.' is a typical opinion. Teachers prepare lessons well. They have good subject knowledge and use it well to ask probing questions. In one Year 6 lesson, for example, pupils were not only asked to suggest appropriate vocabulary to include in a letter, but were also asked to explain why they thought their choice of vocabulary was appropriate. Good assessment procedures are used effectively to match tasks to the abilities and needs of different groups of pupils. Teaching assistants are now included in weekly planning with teachers so that their input is effective in supporting pupils where it matters most. Occasionally, teachers take too long over introducing lessons. This frustrates some pupils who are eager to get on with things and explore their own learning.

The curriculum is being developed to provide a wider range of experiences to accelerate pupils' learning, especially their writing. For example, the two school mini-buses are enabling more frequent trips out to places of interest. These are popular with pupils and are starting to lead to a more coordinated approach to using literacy, numeracy and ICT skills across subjects to develop their creative skills and independent learning.

Pastoral care, guidance and support are firmly embedded and a real strength of the school. Support for pupils whose circumstances make them vulnerable and their families is of a very high calibre. Good support is provided for pupils who join the school at other

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

than normal times. Pupils who speak little or no English when they join the school also receive good support which enables them to make good progress. Transition arrangements into the Early Years Foundation Stage and to secondary education are firmly in place. They enable pupils to settle quickly into new routines. Support and guidance for pupils' academic progress is improving, especially in tracking pupils' progress and in targeting support to best effect.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The robust leadership of the executive headteacher is being continued by the current headteacher. The IEB is providing good support and rigorous challenge. High expectations have been set. Shortcomings have been identified and they have been tackled with steely determination. Middle managers feel more confident in their roles and welcome their new responsibilities. There is a strong sense of teamwork across the school in the pursuit of improvement and excellence. Teachers are held closely to account for the progress their pupils make. Good and improving links with parents and carers have been forged. 'It is like a different school now. We feel welcome. We can discuss any problems with the headteacher or the deputy and know our concerns will be taken seriously.' is a typical expression of support. Strong partnerships with the community are also restoring local confidence in the school. Strong links with the neighbouring special school are being used effectively to provide support and training for pupils with special educational needs and/or disabilities.

This is an inclusive school. Pupils work and play together harmoniously. The needs of different groups of pupils are being identified with increasing clarity. As a result, all groups of pupils including those with special educational needs and/or disabilities and those who speak little or no English are making good and improving progress. The gap between pupils known to be eligible for free school meals and other pupils is also narrowing rapidly.

Leaders and managers, including the IEB, take their safeguarding responsibilities very seriously. Appropriate checks on adults working with children are carried out meticulously. Staff training is regular and of high quality. Attention to risk assessment is comprehensive. Appropriate policies and procedures are in place. They are reviewed and amended regularly.

In planning for its promotion of community cohesion, the school shows very good understanding of its context. It plans and carries out a wide range of activities to promote community cohesion effectively. The school itself is a harmonious community and links with the local community are strong and improving. It is forging good links with other

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

schools with a different ethnic make-up to give pupils first-hand experience of different cultures. Links with abroad, especially Pakistan are developing strongly.

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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The Early Years Foundation Stage is laying good foundations for children's future learning and success. From starting points that are generally well below age-related expectations, especially in language and social development, children make good progress to attain generally below expected levels by the end of Reception. Progress is most rapid in children's personal and social development and in their language and communication skills because these aspects are priorities. Shortcomings in previous provision are being tackled rigorously by the recently appointed Early Years Foundation Stage coordinator. Consequently, all aspects of provision, especially teaching, are improving strongly to ensure that children's progress is now good and accelerating quickly. There is a good and appropriate balance between teacher-led activities and those that children choose for themselves. Children's progress is tracked accurately. Learning activities are tailored to meet the needs of different groups appropriately. Close working relationships with parents and carers are being forged to ensure that they are involved in supporting their children's learning at home. They are informed regularly about progress and what their children are learning. Resources are used creatively and effectively. Despite on-going and extensive refurbishment work, the physical environment for work and play is stimulating and welcoming in equal measure. Leaders ensure that teamwork is strong and that there is a clear vision for improvement. Expectations are high. Forward planning is detailed and clear. The work of the Early Years Foundation Stage leader is made even more effective by being allocated a 'roaming role' to work alongside staff and promote consistency of good practice.

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:	2
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

There was a broadly average response rate of questionnaires returned by parents and carers. Most questionnaires show that parents and carers are pleased with all aspects of the school's work. The questionnaires support inspectors' judgement that this is a satisfactory school that is improving rapidly, with many aspects of its work that are good. The inspectors discussed each issue raised by a few parents and carers with the school and received convincing answers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lapage Primary School and Nursery 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 277 completed questionnaires by the end of the on-site inspection. In total, there are 689 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	143	52	131	47	2	1	0	0
The school keeps my child safe	136	49	140	51	1	0	0	0
My school informs me about my child's progress	113	41	155	56	8	3	0	0
My child is making enough progress at this school	93	34	164	59	16	6	0	0
The teaching is good at this school	102	37	162	58	12	4	1	0
The school helps me to support my child's learning	99	36	157	57	19	7	1	0
The school helps my child to have a healthy lifestyle	102	37	163	59	8	3	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)	101	36	151	55	8	3	0	0
The school meets my child's particular needs	88	32	173	62	11	4	0	0
The school deals effectively with unacceptable behaviour	89	32	168	61	12	4	1	0
The school takes account of my suggestions and concerns	80	29	170	61	13	5	3	1
The school is led and managed effectively	94	34	166	60	11	4	0	0
Overall, I am happy with my child's experience at this school	118	43	145	52	6	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 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.



13 April 20100

Dear Pupils

Inspection of Lapage Primary School and Nursery, Bradford, BD3 8QX

Thank you for your warm welcome during the recent inspection of your school.

Your school is providing you with a satisfactory standard of education. It is important to emphasise, however, that it is improving very quickly and that many important aspects of it are good. The good aspects include: the progress you are now making; the quality of teaching you receive; and the quality of leadership and management in your school. Your school has good capacity to carry on improving in the coming years.

To help you reach higher standards in your work, we are asking your school to make sure it:

- provides you with more opportunities to develop your creative writing skills
- provides you with more opportunities to apply your mathematical skills in practical problem solving
- develops your skills as independent learners
- enhances the range of opportunities in the curriculum for you to apply your literacy, numeracy and information and communication technology skills across a range of subjects.

I am confident that you will continue to work hard to make sure that your school continues to go from strength to strength in the coming years.

I wish you all the very best for the future.

Yours sincerely

Stephen Wall

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.