

High Crag Primary School

Crag Road, Shipley, West Yorkshire, BD18 2ES

Inspection dates 25–26 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The teaching of letters and sounds is not systematic and thorough enough to ensure all pupils learn to read well.
- Pupils' progress in different subjects is not consistent because there is not enough good or better teaching.
- Some of the work teachers set pupils of different abilities is not matched accurately enough to their needs.
- Teachers do not always make full use of marking and feedback to help pupils improve their own work.
- Pupils' independent learning skills are not well developed.
- The procedures for checking and improving the quality of all the school's work are not fully embedded. Consequently, leaders at all levels do not always have sufficient impact and accountability for raising standards.

The school has the following strengths

- The recently reorganised senior leadership team, including new staff members, is having a positive impact on improving the school. They are well supported by the governing body.
- Children make good progress in the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils are well behaved and feel safe. Their attendance has improved strongly since the previous inspection.
- The Designated Specialist Provision (DSP) provides good support for the pupils in its care and ensures they are well included in all that the school has to offer.

Information about this inspection

- The inspectors observed 20 lessons including three joint observations with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms and the DSP.
- Discussions were held with a group of pupils, the Chair, and other members, of the Governing Body, a representative of the local authority, and members of staff including senior and middle leaders. The inspector also heard pupils read from both key stages.
- Inspectors took account of 21 responses to the online questionnaire (Parent View). The inspectors also held discussions with several parents during the school day and analysed the school's own consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance-management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Sheila Kaye

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school. The school population has increased by almost a quarter since the previous inspection. A significant proportion of pupils did not start this school until Years 5 and 6.
- The large majority of pupils are from White British heritage.
- The proportion of pupils from minority ethnic groups is below average but increasing each year as is the percentage who speak English as an additional language.
- The proportion of pupils who are known to be eligible for the pupil premium is well above average. (The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, children of service families or children that are looked after.)
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- In 2011 and 2012, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school includes a unit, known as the DSP (Designated Specialist Provision) which provides for up to six pupils from across the local authority with special educational needs in speech and language. There are currently five pupils on roll.
- The school runs a breakfast club.
- Over a third of the teachers, including the deputy headteacher and other members of the senior leadership team, are new to the school since the previous inspection.
- At the time of the inspection, the majority of Year 6 pupils were on a residential visit to Scarborough.

What does the school need to do to improve further?

- Increase the quality of teaching to consistently good or better in order to improve pupils' achievement by:
 - making sure that all work is matched closely to the needs of pupils of all abilities
 - making full use of marking to help pupils improve their own work
 - helping pupils acquire the skills to work independently and take more ownership of their own learning.
- Raise standards and accelerate pupils' progress in reading by:
 - developing a whole-school policy for the thorough and systematic teaching of letters and sounds
 - ensuring all teachers have a thorough and up-to-date knowledge of the teaching of letters and sounds and that they apply these skills consistently.
- Improve the effectiveness of leadership and management by:
 - ensuring leaders at all levels play a full part in raising standards and are fully accountable for progress in their areas of responsibility.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not make consistently good progress in all subjects through school.
- Children enter the Early Years Foundation Stage with skills and understanding which are generally well below typically expected levels. They make good progress in their personal and social skills, and readiness for learning in literacy and numeracy.
- Pupils' progress is slower through the rest of the school. From their individual starting points, most pupils make expected levels of progress although too few make better than this. This means that standards are below expected levels by the time they leave school in Year 6 in reading, writing and mathematics.
- The results of national tests and assessments for 2011 to 2012 were below the government's floor targets. This was largely because these year groups were significantly affected by a high proportion of pupils who were new to the school in Years 5 and 6. Without the addition of these pupils, the school met the floor targets.
- Disabled pupils and those with special educational needs make similar progress to that of other pupils, as do the few pupils from minority ethnic groups and those who speak English as an additional language.
- The pupils in the DSP are well monitored and supported by the unit. This enables them to work largely within the mainstream classes and make similar rates of progress to the other pupils overall.
- Pupils who are known to be eligible for free school meals achieve standards which are broadly in line with those of similar pupils nationally. Extra funds from the pupil premium have been spent on extra support in classrooms, a reading recovery scheme and on subsidising places on school visits. Supported pupils in Year 6 are around one to two terms behind other pupils in school in English and mathematics. This gap is closing steadily, and in many year groups there is no gap between these pupils and others in school, ensuring equality of opportunity.
- Although pupils often enjoy reading they do not make good enough progress in establishing a secure understanding of letters and the sounds they make by the end of Key Stage 1. This limits their progress in reading fluently for a wide range of purposes and supporting their learning in other subjects.
- Pupils' standards in mathematics are below, but increasingly close to, expected levels. They largely calculate accurately and, for example, make effective use of inverse calculations in Year 4 to check their answers. They are less effective at applying their skills independently in problem-solving situations.
- Pupils' progress in writing is improving and is increasingly good. Pupils write at increasing length in their literacy work and their handwriting skills are generally well developed. Their progress is not yet good overall, however, because pupils do not always write to the same standard independently in subjects other than English.
- Lesson observations, listening to pupils read, and inspectors' checks of pupils' work confirm that pupils are currently making at least expected progress and sometimes better, with no groups of pupils making inadequate progress overall.

The quality of teaching

requires improvement

- While the quality of teaching is improving, it is not leading to all pupils achieving well. Although inspectors saw a number of lessons in which teaching was good, over time not enough teaching is good or outstanding.
- The teaching of early reading skills is not always systematic and sharply focused enough to ensure the best rates of progress. For example, pupils are sometimes in groups with too wide a range of abilities and consequently the teacher cannot address all their needs well enough and

check their progress closely. Teachers do not always show a thorough and up-to-date knowledge of letters and sounds in the way skills are applied.

- While teachers generally mark work regularly, they do not always provide clear guidance for pupils to follow to reach the next steps in their learning. They do not always ensure that pupils address weaknesses, such as in spelling or misunderstandings in their mathematical calculations. This is particularly so in subjects other than English and mathematics.
- Teachers do not always set work which provides the right challenge to all abilities. Consequently, the more-able pupils sometimes have work which is too easy while the less able do not always have the guidance they need.
- Teachers do not consistently teach pupils the skills they need to work independently and organise their own work. Too often pupils rely on the teacher to guide and direct them without thinking for themselves or fully applying themselves.
- Skilled teaching assistants and specialist teaching staff provide good support to the pupils in the DSP. This enables them to engage effectively in lessons with the other pupils and grow in confidence. Work in the time they are in the unit is well matched to their needs.
- In the Early Years Foundation Stage, activities are well planned to build children's enthusiasm and interest in learning through attractively resourced activities that they select for themselves, such as the role play in well planned outdoor areas. Reading, writing and number skills are introduced through counting and listening games. Good use is made of information and communication technology to engage children.
- Teachers question pupils well to deepen their understanding and help them retain facts and information.
- Relationships are good and pupils feel confident to express their opinions and explain their understanding.

The behaviour and safety of pupils are good

- Pupils enjoy school. They behave well in classrooms and around school. They are friendly and outgoing because they feel safe and well cared for. Older pupils work and play well with younger ones and take good care of them, especially in the playground.
- The pupils are punctual and attendance is now average. This is a significant improvement since the previous inspection and is the result of the good work with parents and the strong role of the learning mentor and inclusion manager. The pupils' improved attendance is helping to increase their achievement.
- Pupils take responsibilities and make a contribution to a safe environment through their roles on the school and eco councils and as prefects. They are often involved in charitable work and local and national fundraising activities, and are proud of this.
- The school works effectively with other professionals to support pupils with emotional and social difficulties and to help them manage their own behaviour. Consequently, poor behaviour and exclusions are rare.
- Pupils' understanding of different types of bullying is good and they feel that there is very little of this. They have a particularly good understanding of the potential dangers of the internet through their work on safe use of computers.
- Well-planned assemblies, drama activities, the well attended breakfast club and personal and social education help pupils to be increasingly reflective and self-aware.
- On a few occasions, when the teaching is not engaging enough, some pupils lack the concentration and determination to persevere in their work.

The leadership and management requires improvement

- The headteacher provides clear and calm leadership. This has ensured the pupils' positive behaviour and the good relationships with parents and staff despite significant changes to the

school population and subsequent staff changes following the previous inspection. However, the changes contributed to slowing the progress the school has made in raising standards.

- The new senior leadership team is still developing in its current role and has not had a chance to fully embed procedures for checking and improving the quality of all aspects of the school's work. For example, the development of a thorough and systematic policy for the teaching of letters and sounds is not yet in place.
- Also, several other staff, including some subject leaders, are not yet fully accountable for teaching and learning and raising standards in their areas of responsibility.
- The local authority provides appropriate support to the school. Over the last year, it has extended its involvement in providing training and support to middle and senior leaders to improve the quality of teaching and learning. The school has made particularly good use of independent consultancy services to identify weaknesses and concerns.
- Rigorous actions to address weaknesses in the quality of teaching are increasingly having a positive impact and the headteacher and new deputy headteacher are now well placed to continue this trend. Consequently, staff morale is high.
- The DSP is effectively led and managed. There are good systems for tracking pupils' progress and ensuring that they are supported and guided throughout their time in school.
- The curriculum requires improvement to ensure the teaching of letters and their sounds is systematic and thorough, especially for pupils in Key Stage 1.
- The school supports pupils' spiritual, moral, social and cultural development well overall. The school is involved in the local and global community through many themes and projects, which is a good improvement since the previous inspection.
- The school takes good care of its pupils. The school tackles any issues of discrimination and promotes equality of opportunity effectively. This contributes to the harmony in the school community. The school works well with parents who are particularly pleased with the level of communication about their children's progress and well-being.
- Policies for safeguarding pupils meet legal requirements and are supported by systematic record keeping.

■ **The governance of the school:**

- The governing body is well led and well informed through detailed reports and its own systematic checks on the school's work and pupils' progress. They have a good knowledge and understanding of education and provide both challenge and support to the leadership. They played a strong role in planning for the development of the new senior leadership team to increase its impact on teaching and learning. The governors make good use of training opportunities provided by the school and local authority to develop their effectiveness in their roles. They are involved in the school's self-evaluation and appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. They use data well to plan the use of funds, such as pupil premium funding.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107271
Local authority	Bradford
Inspection number	412553

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	425
Appropriate authority	The governing body
Chair	Martyn Weatherill
Headteacher	Gillian Roberts
Date of previous school inspection	3 March 2010
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