



Carrwood Primary School

Inspection Report

Unique Reference Number 107240
Local Authority Bradford
Inspection number 287756
Inspection dates 19–20 September 2006
Reporting inspector Jim Griffin

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Eversley Drive
School category	Community		Holme Wood, Bradford
Age range of pupils	3–14		West Yorkshire BD4 0EQ
Gender of pupils	Mixed	Telephone number	01274 664864
Number on roll (school)	247	Fax number	01274 656361
Appropriate authority	The governing body	Chair	Mrs C Harrison
		Headteacher	Mrs H Beards
Date of previous school inspection	12 March 2001		

Age group 3–14	Inspection dates 19–20 September 2006	Inspection number 287756
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Carrwood is of average size, with one class in each year group. An usually high proportion of pupils move in and out of the school during the course of the year (mobile pupils), causing some disruption to their education. Children come mostly from a large local housing estate with high levels of social deprivation. Over three fifths of pupils are entitled to free school meals, which is in the top 2% nationally. Almost all children are of White British heritage. A few are of mixed race backgrounds, all with English as their first language. The proportion of children with learning difficulties and/or disabilities is nearly twice the national average; there are a number of looked-after children. The school has Healthy School status, the Drugs Charter Award and its recently renewed Investors in People status. The school has a fee-paying day-care facility, which recently became part of an extended schools cluster and is close to opening a new community and family skills centre.

Since the previous inspection, the school has created a 15-place primary behaviour unit ('Phoenix'), used by other schools for up to a term's intensive support. A 25-place secondary behaviour unit ('LINKS'), used by both the local authority and individual schools, is now also managed by the headteacher. Both behaviour units were inspected, although these pupils' examination results do not form part of the school's results.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, with outstanding features. It currently provides good value for money. The school's leadership and management are its key strength, responsible for impressive and highly sustainable improvement. Staff and pupils work in a virtuous circle where discussion leads to effective action, in an atmosphere of encouragement and support.

Improvement since the previous inspection has been exceptional. The key issues have been comprehensively addressed, in some cases turning previous issues into significant strengths. For example, impressive systems to track progress, tackle weaknesses and drive improvement are now in place. As a result, standards have risen strongly in all subjects in the Year 6 tests. Attendance has improved significantly. Leadership and management capacity has been strengthened and deepened. Staff at all levels are supported and encouraged to take more responsibility. This has enabled the headteacher to devote time and energy to the development and management of the two behaviour units that help pupils from across the local authority. The capacity to make further improvements is outstanding.

Pupils' progress is good overall. This positive picture is due to a combination of good teaching and the impressive tracking and support system now in place. Most pupils enter the Nursery with knowledge and skills that are exceptionally low. They make good progress through the Foundation Stage because they are well taught and exceptionally well cared for. They leave both the Reception and Year 2 classes with standards that are well below national expectations in reading, writing and mathematics. Very few pupils exceed national expectations by the end of the Foundation Stage and no pupil gains the higher Level 3 by the end of Year 2. Lesson observations and the school's tracking system indicate that there are now opportunities to improve progress in Years 1 and 2 by ensuring that the more able pupils are consistently challenged. Pupils make good progress in Years 3 to 6 to attain standards that are below the national average. There has been a sharp rise in standards in Year 6 over the past four years in English, mathematics and science. There has been a significant increase in the percentages gaining Level 4. In 2006, for the first time, a significant minority of pupils gained the higher Level 5 in all subjects.

The school's care for pupils, irrespective of family circumstances or background, is outstanding. The practice of employing a skilled, non-teaching pastoral manager is a key feature that ensures consistent, high quality care and support. Nearly all parents are positive about what the school provides and achieves. Pupils' personal development, mostly from very low starting points, is good. Their attitudes to work in lessons and their behaviour are good. The school is particularly effective at addressing the anger of some pupils, mostly boys, aided by the close links with the primary behaviour unit. Pupils now have a real voice in the school, through the school council. Councillors take their roles seriously and have already had a positive influence on the introduction of healthy food choices and more playground equipment. The school has an excellent range of partnerships with outside organisations that contribute significantly to pupils' support and experience of sport, art and music.

The high quality provision in the primary behaviour unit makes a real difference to the pupils it admits. The main strengths are outstanding teaching, high quality support and an effective curriculum centred on literacy and numeracy, underpinned with a carefully targeted social and emotional development programme. The unit's success is reflected in the fact that most pupils are reintegrated into their mainstream primary schools after a term or less.

The secondary behaviour unit copes satisfactorily, in what are inherently more challenging circumstances than those faced by the primary unit. It helps pupils well to manage their behaviour and good teaching leads to good progress by regular attendees. Successful reintegration of these older pupils into mainstream schools is much lower and/or slower than for the primary pupils. There are no clear, established pathways in training or education for those leaving the unit at the end of Year 9, however.

What the school should do to improve further

- Increase the pace of pupils' academic learning in Years 1 and 2, especially for the more able pupils.
- In the secondary behaviour unit, improve pupils' attendance, and work with partners to establish a range of post-14 pathways to meet the needs of these pupils.

Achievement and standards

Grade: 2

All groups of children make good progress, including those with learning difficulties and/or disabilities and those who are mobile or looked after. Pupils make good progress in the Foundation Stage, satisfactory progress in Years 1 and 2, and good progress in Years 3 to 6. This picture is supported by the school's data and test results. Progress is good in English, mathematics and science.

Most children enter the Nursery with knowledge and skills that are exceptionally low, particularly in relation to speech and language, and personal and social skills. They make good progress in the Nursery and Reception classes. On exit from the Reception class, standards are well below national expectations. By the end of Year 2, standards remain well below the national average in reading, writing and mathematics.

By the end of Year 6, standards have shown a strong, rising trend for the past four years, moving from well below average to below average. In 2006, for the first time, a significant minority of pupils gained the higher Level 5 in all subjects. This is a considerable achievement.

The school meets its challenging Year 6 targets in English and mathematics. This is a reflection of the accuracy and rigour of its impressive tracking system.

Personal development and well-being

Grade: 2

Pupils are proud of their school. They rightly speak positively about the good relationships with adults and among pupils, the wide range of clubs, the improvements in discipline and good access to computers. In lessons, nearly all pupils show good attitudes to work and behave well consistently. Behaviour around the school is calm and orderly. The school has a very good range of measures to improve attendance, which has risen strongly in recent years to a level slightly below the national average. Pupils' spiritual, moral, social and cultural development is good overall. Pupils are courteous and work well in pairs and small groups. Pupils' preparation for life in a multicultural world is good.

The new school council gives pupils good experience of working together for the benefit of the community. The group was consulted about the introduction of more healthy food and selected more outside play equipment. Pupils speak positively about getting rewards in assembly and the fair but decisive way in which incidents of misbehaviour are handled. Bullying incidents are rare and pupils have confidence in adults to resolve these incidents once reported.

Pupils understand well the importance of keeping safe and healthy. They know, for instance, about the importance of having a diet which includes fruit and water.

Quality of provision

Teaching and learning

Grade: 2

Most of the teaching across the school is of a good quality enabling pupils to make good progress. Lessons are planned with clear learning objectives and increasing emphasis on how knowledge, skills and understanding are built upon, lesson by lesson. The teaching of literacy and numeracy is sometimes outstanding as a result of a brisk pace coupled with skilled questioning and timely interventions across all ability groups. The teaching in Years 5 and 6 presents the most consistent challenge to ensure that knowledge, understanding and skills are systematically built upon.

Marking is regularly undertaken, positive comments added and good guidance for improvement given to make sure pupils understand what they have to do to reach the next level. Less able and less motivated pupils receive good support because teachers and support staff work exceptionally well together. In some lessons in Years 1 and 2, teaching is understandably heavily focused upon ensuring that pupils acquire good listening skills and study habits which allow successful learning to take place. This can sometimes be at the expense of not challenging the more able pupils within the teaching group.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. The school covers all that it should and provides a good range of enrichment activities, including some outstanding residential experiences for older pupils. There is a good match to the needs of all pupils, apart from not providing enough consistent challenge for the more able pupils in Years 1 and 2.

Time is taken to evaluate carefully the impact of the curriculum on the progress pupils make. Many pupils require a range of carefully thought out programmes to achieve well. For example, in early years, the school rightly places high importance on pupils' personal, social and health education, giving additional emphasis to their emotional development. As a result, the school is a very orderly and calm place where pupils are safe, secure and ready to learn. The regular use of 'learning partners' to promote learning through thinking and discussion helps most pupils to learn more actively. Good work has been done to ensure that the curriculum appeals to boys. Boys progress particularly well in Years 3 to 6.

Provision for literacy, numeracy and information and communication technology (ICT) is good. Most pupils use these skills to good effect in their learning across the curriculum.

Care, guidance and support

Grade: 1

The school looks after its pupils exceptionally well. Pupils feel safe and well looked after with little intimidation or harassment. Stimulating, welcoming and well-maintained facilities make a significant contribution to safeguarding pupil happiness. Attendance is just below average, which is a considerable achievement, given the high level of pupil mobility. Procedures for child protection are excellent and are very well understood by all staff.

There is an extremely strong commitment to providing effective approaches to pupil care. The school ensures that all pupils have access to all it offers. Pupils feel confident to approach staff if they have any concerns, based on very positive, trusting relationships between staff and pupils. Pupils with learning difficulties and/or disabilities get good support. Those at risk are identified early and the deployment of key staff, with effective support from outside agencies, helps pupils to cope successfully with school life. Pupils' academic and personal progress is very well supported. Even from an early age, pupils know their National Curriculum levels and get individual learning targets in core subjects. These targets are tracked and reviewed systematically.

Leadership and management

Grade: 1

Overall, the quality of leadership and management is outstanding. This is reflected in children's good and improving academic progress, good personal development and the exceptional quality of care and guidance provided. The leadership of the headteacher is outstanding. She has a clear and ambitious vision for the school which is shared and owned by all staff. She has created a highly influential, capable leadership team. Subject leaders and other staff rightly talk of being encouraged and challenged to develop by senior leaders. The response to the issues identified in the previous inspection has been exemplary. Standards are rising rapidly in Year 6 and attendance is much higher than at the time of the previous inspection. Leaders make sure that the curriculum addresses key barriers to learning for individuals and groups. For example, positive measures were taken to ensure that the curriculum appeals to boys. Boys now achieve particularly well. The school has become a catalyst for wider community development and cohesion. This is reflected not only in the work of the two behaviour units but with families, community groups and outside agencies.

The use of data and the monitoring of the work of staff and pupils are now rigorous. The half-termly tracking of pupils' progress with class teachers is manageable and very effective. The quality of teaching and learning is regularly and rigorously monitored. Performance management is very well established and has a positive impact on the ability of all staff, including non-teaching staff, to contribute to wider school improvement.

The contribution of the governing body is good. Governors provide high quality support and a good level of challenge to the school leadership. Not all parent governor positions are filled, however.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. We really enjoyed our visit and want to share with you what we discovered.

What we liked most about your school

- Your teachers look after you very well and give you extra help if you need it.
- You are happy and rightly feel safe.
- You work hard, behave well and get on well with each other.
- The people in charge of the school are really good at their jobs and know what they need to do to make the school even better for you.
- Your parents and carers are pleased that you come to this school.

What we have asked your school to do now

- In Years 1 and 2, make sure that the work is always at the right level for all of you.
- Improve some pupils' attendance in the 'LINKS' unit, and working with others, come up with places where 'LINKS' pupils can go once they reach 14.

You are a credit to your school. Keep working hard and making the most of your time in school. We wish you every success in the future.