

Bardsey Primary School

Inspection report

Unique Reference Number	107868
Local Authority	Leeds
Inspection number	287934
Inspection dates	20–21 June 2007
Reporting inspector	Gill Hepworth

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	5–11
Gender of pupils	Mixed
Number on roll	
School	157
Appropriate authority	The governing body
Chair	Mrs Jane Ambrose
Headteacher	Mrs Denise Nathan
Date of previous school inspection	14 October 2002
School address	Woodacre Lane Bardsey Leeds West Yorkshire LS17 9DG
Telephone number	01937 572612
Fax number	01937 573884

Age group	5–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small village school serves the community of Bardsey and surrounding villages. Most pupils are of White British heritage; a few are from minority ethnic backgrounds. Eligibility for free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is above average overall although the number with statements of special educational need is below average. A significant proportion of pupils move in and out of the school between Years 2 and 6. The attainment of most children when entering the Reception class is in line with levels expected for their age. The school holds the Leeds Advanced Healthy Schools Mark, ActiveMark and Eco Schools bronze award.

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. The headteacher is an effective leader who has created a strong team spirit among staff. It is a happy school which cares for, supports and guides its pupils well. Parents really appreciate the way older pupils look after younger ones. Inspectors agree with their comments that the school has a 'friendly and very supportive atmosphere'. The quality of relationships within the school means that the pupils feel they are valued and, consequently, they want to do well. This is reflected in their good attendance and above average standards in English, mathematics and science by the end of Year 6. Pupils know how to take care of themselves and the world around them. They understand the need to adopt healthy lifestyles. The active school council has a positive influence on developing the school's policies and provision, such as playtime routines and a sunflower competition. Homework books known as 'learning logs' provide good links with parents and help boost pupils' confidence in learning. Good academic achievement and strong personal development prepare them well for the future.

Provision in the Foundation Stage is good and from the time they start in the Reception class, all pupils, including those with learning difficulties and/or disabilities, are treated as individuals and are sensitively encouraged. This secure start underpins pupils' subsequent good progress in Years 1 to 6. Teaching is good and the pupils say teachers are 'kind and helpful' and have the knack of 'finding different ways to help us when we get stuck'. Progress is good for most ability groups. The exception is the small proportion of more capable pupils who do not do as well as expected at the end of Year 6. Marking of work is supportive but does not always involve pupils in checking their own learning and evaluating progress towards their targets. Pupils enjoy the good curriculum with its wide range of additional activities, visits and visitors. This helps extend their experience beyond that of a semi-rural village. New ventures such as 'Friday Funtime', introduced so that every child chooses a club and works with others right across the age range, clearly benefit pupils' personal development.

The school is doing well because of its good leadership and management. The headteacher has identified the right priorities and is moving the school forward. She is ably assisted by the senior management team, which works hard and willingly to take on many roles and responsibilities. The school has a team of capable staff who, with the support of the governors, have the vision and determination to build on the school's success and the skills to take it to the next level. For example, by working closely together they correctly identified the need to raise standards of attainment in mathematics. The school's evaluation of its performance is accurate. Its commitment to making it even better shows clearly that the capacity to improve is good.

What the school should do to improve further

- Ensure that teachers set suitably different work for pupils with different abilities and needs, so that higher achievers in particular work on appropriately challenging tasks.
- Make sure that marking gives clear steps for improvement as well as encouragement, involving pupils in assessing whether they have met their targets.

Achievement and standards

Grade: 2

Children enter the Reception class with attainment that is similar to that found nationally. They achieve well during their time in the Foundation Stage and by the time they enter Year 1, most

attain the goals children are expected to reach and some exceed them. They continue to make good progress in Key Stage 1 so that by the end of Year 2 standards are above average. Achievement in Key Stage 2 is good for the majority of pupils including those with learning difficulties and/or disabilities. However, higher achievers do not always reach the levels expected of them. Above average standards are maintained at the end of Year 6 despite considerable changes in the pupil population as pupils enter or leave the school at times other than the usual.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. They are happy, well behaved and lively learners. They respect each other's needs and older pupils readily look after younger ones. Attendance is above average and pupils arrive punctually, keen to start work. The school council has an influential voice and pupils are proud of being 'an eco-friendly school'. Pupils are quite sure that there is no bullying 'because everyone is happy and if we have problems we say so'. The school council is currently debating whether to set up a 'buddy' system to help the 'Play Squad', a group from Year 6 which sets up playtime equipment and helps Foundation Stage children. Older pupils take on responsibility around school, and being more independent learners, they challenge themselves to improve more and more. Spiritual, moral, social and cultural development is good. Pupils respect different views and opinions and celebrate cultural diversity in international weeks, for example.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning throughout the school is good. Teachers have well organised classroom routines and their management of pupils' behaviour is good. Resources, including the interactive whiteboards, are used well to capture children's attention and help them learn. Classrooms are stimulating learning environments with vibrant displays celebrating pupils' achievements. Help and support is good for pupils who find learning hard. Teaching ensures that the majority of pupils make good progress but work for the more able pupils is not quite challenging enough to ensure that a greater number attain the higher levels at the end of Year 6. Teaching assistants provide good quality support both in lessons and for small groups. Assessment is good overall. Teachers mark work regularly but do not always offer sufficient advice to pupils on the next steps to take, or follow through the advice to the next piece of work.

Curriculum and other activities

Grade: 2

The curriculum strikes a good balance between learning essential skills and undertaking enjoyable activities. The introduction of Spanish this year successfully develops pupils' confidence and promotes articulate speech. Literacy is particularly well provided for with a comprehensive programme linking literacy with music, art, dance and drama. This contributes successfully, for example, to pupils' enjoyment of writing. Opportunities to use and apply mathematics in different subjects are not quite as strong. A good range of after-school clubs and educational visits and visitors to school further enliven learning. The school is currently trialling an approach

to learning based on enterprise skills with a view to radically changing the curriculum so there is more individualised learning. Foundation Stage children follow a good curriculum which fully utilises the outdoors as a learning environment.

Care, guidance and support

Grade: 2

The school's procedures for safeguarding learners meet current government requirements. The way that pupils are guided and supported personally has a positive impact on their attitudes, behaviour and enjoyment of learning. Pupils with learning difficulties and/or disabilities are given good levels of support which aid their good achievement. Staff give a high level of commitment to promoting learners' health and preparation for their future lives. Individual 'learning logs', fully involve parents in their children's learning. Pupils delight in this creative approach to weekly tasks, using imaginative devices such as 'pop up' features to help them learn new things. The school has a clear overview of pupils' progress which enables it to highlight areas where achievement could be stronger. The involvement of pupils in assessing their own learning is developing, but more needs to be done to ensure that all pupils understand how they can meet their targets.

Leadership and management

Grade: 2

The headteacher provides good leadership, resulting in a school with a productive working atmosphere where parents are secure in the understanding that their children are safe and cared for. The headteacher and the senior management team are creating a common sense of purpose among all staff. Leadership of the school is appropriately focused on raising standards and promoting the personal development and well-being of learners. The school improvement plan is well organised to reflect priorities. Teachers' professional performance targets are linked to school priorities, ensuring that the whole school pulls together and works as a team. Good checking of teaching quality and assessment of pupils' progress ensure that recommended improvements are carried out. The expertise within the governing body, including that of the chair of governors, provides good support. Governors have a good understanding of the school's strengths and areas for development and see themselves as 'very critical friends'.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
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	2
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	2
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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Inspection of Bardsey Primary School, Bardsey, West Yorkshire, LS17 9DG

Thank you for making Lesley Clark and me so welcome when we came recently to inspect your school. We enjoyed talking with you and seeing you at work and play. This letter is to tell you what we think is good about your school and how it could be even better.

These are the particularly good things we noticed about your school.

- Your good behaviour and your enthusiasm for lessons and other activities.
- The good relationships you have with one another and with the staff.
- The interesting and wide range of activities that you all enjoy.
- The way in which the headteacher and all the staff make sure you progress well in your work.
- The caring way you are looked after and supported by adults in the school.
- The fact you are aware of the importance of eating healthily and taking lots of exercise.

These are the things we have suggested to make your school better.

- Make sure that those who are capable of attaining high standards are helped to do so more often.
- Help you by making sure the marking in your books tells you exactly what it is you need to do to improve your work and reach your targets in English, mathematics and science.

It was great to learn that you are doing well at school and that your parents are also happy about your work. Your headteacher, governors and teachers have good plans to make the school even better. You can play your part by continuing to work hard and look after each other.