

# Lapage Primary School and Nursery

Inspection report

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<b>Unique Reference Number</b>	107211
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	319250
<b>Inspection dates</b>	5–6 March 2008
<b>Reporting inspector</b>	Kath Halifax

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	685
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Saraj Mohammed
<b>Headteacher</b>	Mrs V Mellor
<b>Date of previous school inspection</b>	26 February 2007
<b>School address</b>	Barkerend Road Bradford West Yorkshire BD3 8QX
<b>Telephone number</b>	01274 770170
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## Introduction

The school was inspected in February 2007, when it was given a Notice to Improve and asked to address issues related to pupils' standards and achievement, and teaching and learning. It was subsequently visited in November 2007, when it was judged to be making good progress. This inspection was carried out by four Additional Inspectors.

## Description of the school

Almost all pupils at this large inner-city school are of Pakistani or Bangladeshi heritage. Most speak English as an additional language. The school serves an area of high deprivation. The proportion of pupils entitled to free school meals is above average. While the proportion of pupils with learning difficulties and/or disabilities is in line with that nationally, above average numbers have a statement to address their special needs. A high percentage of pupils join or leave the school during the year. Less than one half of Year 6 pupils taking the national tests in 2007 had spent their whole school career at Lapage. The school has achieved the Artsmark, Activemark and Healthy Schools awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

In accordance with Section 13 (5) of the Education Act 2005, HMCI is of the opinion that this school no longer requires significant improvement.

This school is now satisfactory and improving rapidly because of good leadership and management, and the outstanding vision and tenacity of the headteacher. She has successfully changed the aspirations of both staff and pupils alike. Furthermore, the building has been refurbished to a good standard and is now fit for purpose, and extensive resourcing means pupils are able to undertake practical work. This is contributing to better achievement in mathematics and science.

Good improvement has been made since the last inspection. An intense programme of classroom observations has had a considerable impact on the quality of teaching. Teaching is now good and this is reflected in the progress pupils make. Standards, though below average, are rising. While achievement is improving and is satisfactory, it continues to be affected by the years of underachievement that have left gaps in pupils' learning. During the inspection, one third of lessons observed were outstanding. However, there is still some inconsistency in teaching. This is especially so in the way a few teachers manage the behaviour of a handful of high-spirited pupils and in the use of support staff.

Pupils make good gains in their personal development because of the good provision for their spiritual, moral, social and cultural development. Pupils appreciate and respect the rich diversity of cultures within the school. Racial harmony pervades. Assemblies range from those based on Islam, the faith of the vast majority of pupils, to 'rainbow' assemblies, exploring themes common to the major world faiths. Initiatives such as the careers day, lessons in self-confidence, and 'aiming for higher achievement' have encouraged pupils to consider their future, with many now aspiring to professional careers. Attendance is satisfactory, but affected by extended holidays to Southern Asia.

The curriculum is good, as is the care, support and guidance pupils receive. Pupils adopt safe practices and are encouraged to consider a healthy lifestyle in several aspects of the curriculum. Parents are generally pleased with the school, and many commented on how it has improved over the past couple of years. Leaders have a very good understanding of what needs to be done to further raise standards. The building blocks for improvement are now firmly in place. With the enthusiasm, skill and dedication of staff, the school is in a good position to continue to improve at a good rate. Value for money is satisfactory.

## Effectiveness of the Foundation Stage

### Grade: 2

As with most areas of school, the Foundation Stage has gone through an unsettled time. Coupled with this, attainment on entry is exceptionally low. Two thirds of the 2007 group were at least a year behind the level of attainment that is typical at this age, especially in communication, language and literacy, and in their personal development. As a result of good management and good provision, children now make good progress. By the end of the Reception year, many children are working securely within the expected levels in communication and language, and in their social development. Progress is not so well defined in children's emotional development or in their number and calculation skills. Children broaden their knowledge and understanding of the world through exciting visits. For example, some children were amazed that the sand

moved on their first ever trip to the seaside. The outdoor area is being developed well to support learning in all areas, but the planned co-location of a new special school would take away this valuable facility. Very good links with parents, including the Monday morning parents' club, contribute to learning and help families. Those parents for whom English is a second language say they are enjoying learning the language alongside their children at home through working on sounds, letters and new words together.

### **What the school should do to improve further**

- Raise achievement in English, mathematics and science.
- Ensure consistency in the quality of teaching and learning.

## **Achievement and standards**

### **Grade: 3**

Standards and achievement are improving because of good quality teaching and a good curriculum. Interventions such as the 'Raize' and 'Reach' groups, and very good support for pupils new to English are accelerating the learning of vulnerable pupils of all ages, including those with learning difficulties and/or disabilities. The meticulous analysis of progress by pupils from different ethnic backgrounds highlighted a difference in the performance of Bangladeshi and some of the Pakistani pupils. The introduction of an intensive reading programme has enabled, for example, Kashmiri and Miripuri Pakistani pupils to progress at the same rate as their classmates. This, alongside the setting according to ability for English and mathematics, resulted in the challenging Year 6 targets for 2007 being met in mathematics and exceeded in English. The school's results, however, continue to be affected by a transient population and extended holidays. In the past four months alone, forty-four children have joined the school and forty-eight have left. This has a considerable effect on the school's results.

## **Personal development and well-being**

### **Grade: 2**

Parents are overwhelmingly pleased with their children's growing self-confidence, particularly so for girls, which is guided by a clear moral code that gives pupils a strong sense of what is right and wrong. Behaviour is mostly very good, especially when supervised by staff. However, some boys find it difficult to behave well when unsupervised, or where teaching lacks pace. Nevertheless, pupils contribute well to the school community and undertake their duties conscientiously. Most show high levels of responsibility, not only by their own good behaviour, but also by helping around school, for example, acting as playground buddies for younger pupils. Members of the school council are pleased with their successes, particularly in acquiring swings for the playground. Pupils are especially proud of their contribution to the wider community, for example, to the Bradford Mela, and charitable work. A strong programme for personal education, incorporating an interesting range of visits and visitors, means pupils' have a good understanding of the world and of their responsibilities as a citizen. Similarly, pupils are increasing their awareness of other cultures through links with schools for pupils of predominantly White heritage.

## Quality of provision

### Teaching and learning

#### Grade: 2

Staffing changes and a very effective programme of professional training have resulted in marked improvement in the quality of teaching and learning. Adults know their pupils well. They plan carefully to match work accurately to individual needs and to personal education plans. As a result, different groups and pupils from different ethnic backgrounds are effectively taught and make good progress. Specialist teachers in music and physical education are ensuring very good achievement in these subjects. In outstanding lessons seen in other subjects, pupils were almost overwhelmed with excitement at learning. 'It's like magic', one boy said when he was able to spell a word correctly. Where lessons are satisfactory, the pace is slow and the behaviour of some boys is not always managed consistently. Overall, support staff make a valuable contribution to learning, but in some classes they are not always deployed effectively at the beginning of lessons and for small group work. In contrast, some highly skilled teaching assistants have ensured that vulnerable pupils and those who are only just beginning to speak English make good progress when they are taught in small nurture groups.

### Curriculum and other activities

#### Grade: 2

Pupils have responded well to a more creative approach to learning, where good links are made between subjects through the new themed approaches. Leaders are pulling out all the stops to provide numerous additional activities that will broaden horizons, and encourage pupils of all backgrounds to aim high and want to learn. A wide range of educational visits and visitors, such as a Tudor Day and work with an Aboriginal artist, make learning meaningful. An impressive range of extra-curricular activities contributes to skills in sport and the creative arts as well as to pupils' social development. Good links with local sports clubs and the extended school provision through the cluster of schools, BD34ALL, provide opportunities for further personal development and well-being. The school has rightly identified the provision for information and communication technology, and for pupils who are gifted and talented, as areas to improve.

### Care, guidance and support

#### Grade: 2

There are considerable strengths in the pastoral care pupils receive. Parents and pupils generally consider that this is a very caring school. Families especially appreciate the support of the community worker, the breakfast club and the work of the counsellor. Meals are nutritious and enticing for pupils, and meet their cultural and nutritional dietary requirements. Activities such as the 'Mind and Body' programme boost the confidence, physical and emotional development of pupils, adding considerably to the good provision for pupils with learning difficulties and/or disabilities. Measures are in place to safeguard children. The measures to deal with bullying are good, and rapid action is taken where pupils are considered vulnerable. Leaders are proactive in following attendance issues. Procedures for health and safety are rigorous. Governors' assessment of potential risks has raised serious concerns about the impact of the proposed new build on safe fire evacuation procedures. Teachers work hard to make sure pupils understand how well they are doing and are aware of what they need to do to improve.

## Leadership and management

### Grade: 2

The work of the headteacher is excellent. In a comparatively short time she has gained the respect and support of parents, pupils, staff and governors and much credit is due to her that the school is now in a position to make further progress. She has assembled a very effective and committed leadership team and together they have brought about major improvements in all areas of school life. A number of well considered appointments, coupled with high expectations of all staff and pupils, have raised standards of teaching and learning so that pupils are now achieving at a better rate than was the case previously. Pupils are challenged and inspired to reach higher and to develop ambition in respect of their future education and employment. The progress of all pupils is closely checked, with particular attention to those from different ethnic backgrounds, and there are good systems to ensure they all move forward in their learning. The new curriculum faculty leaders are starting to have a strong influence in introducing more meaningful links between subjects and staff say they enjoy working in these teams. Governors are kept well informed about strengths and areas for improvement and are becoming more and more involved in the life of the school.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### 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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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	3
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**

First may I say how much all the team and I enjoyed our short time at your school and also, thank you for helping us with our work. Lapage is a rapidly improving school where lots of things happen. These are what we think are especially good.

- Your headteacher and senior teachers have made lots of changes which are improving standards and helping you to make much better progress.
- You are very well cared for, particularly those of you who are new to the school, who are new to learning English, and those of you who find some subjects difficult.
- You are keen to learn, and most of you are extremely polite and very well behaved.
- You really enjoy the impressive range of clubs, visits and visitors that make learning so much more exciting.
- Your teachers work hard to make sure your work is at the correct level to make you think and achieve.
- Your school lunches are nutritious and tasty, some of the best we have ever eaten!

There are a couple of areas that we feel could be better. We would like to see an improvement in your achievement to make up for the time when you were making slower progress. Many of your lessons are really exciting, but sometimes some are a bit dull and your behaviour is not always handled well, so we have asked the school to try to improve this. I'm sure you will do all you can to help your teachers.

We wish you well for the future.