

Carrwood Primary School

Inspection report

Unique Reference Number	107240
Local Authority	Bradford
Inspection number	336840
Inspection dates	15–16 July 2010
Reporting inspector	Judith Straw

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	232
Appropriate authority	The governing body
Chair	Mr T Ensor
Headteacher	Mrs H Beards
Date of previous school inspection	19 September 2006
School address	Eversley Drive Holme Wood Bradford BD4 0EQ
Telephone number	01274 664864
Fax number	01274 656361
Email address	office@carrwood.ngfl.ac.uk

Age group	3–11
Inspection dates	15–16 July 2010
Inspection number	336840

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 rates 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 08456 404045, 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.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. All teachers were seen teaching and inspectors visited 14 lessons in the main school and three lessons in the Behavioural Pupil Referral Unit. They held meetings with pupils, members of staff, governors and parents and carers. They observed the school's work and looked at a range of documents including the school improvement plan, monitoring and progress reports, minutes of governors' meetings and safeguarding policies and procedures. They also examined the school's tracking data to assess the progress made by all groups of pupils and looked at the work done by pupils in their books. Inspectors also analysed 23 questionnaires returned by parents and carers, and questionnaires returned by pupils and staff.

- the consistency of the teaching of literacy and the reasons for the apparent under-performance of pupils in English
- how successfully the school is accelerating pupils' progress in Key Stage 1
- the outcomes and quality of provision for children in the Early Years Foundation Stage.

Information about the school

The school is slightly smaller than average. The pupils are mainly of White British heritage with a below average proportion of pupils from minority ethnic groups. Few pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is high and is nearly three times the national average. The percentage of pupils with special educational needs and/or disabilities is also high and is nearly twice the national average. There is a high level of pupil mobility with many more pupils than is usual moving in and out of the school during the year.

The school runs a 15 place primary behaviour referral unit which is used by schools across the city for up to a term's intensive support. The unit is managed by the headteacher and was included in this inspection.

The school holds several awards including Healthy School status and the Drugs Charter 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?

2

The school's capacity for sustained improvement

1

Main findings

This is a good school. It is a safe, happy and vibrant place for pupils to learn. Some aspects of its work are outstanding. The care, guidance and support provided for pupils are excellent. Staff know their pupils well and provide nurture and care as well as supporting their academic progress. Pupils trust the staff and say that they, 'definitely feel safe' and happy in school. Pupils in the behaviour referral unit are very well cared for and helped to return to their mainstream schools as quickly as possible. The school amply fulfils its mission statement of, 'Lifelong learning in a safe and happy environment'.

All pupils achieve well and make good progress from their differing starting points. Children get off to a good start in the Early Years Foundation Stage because teaching is good and the school provides a stimulating environment. Progress is good. However, the outdoor area is under-used and does not provide as rich a learning environment as the indoor classrooms.

Progress is accelerating in both Key Stage 1 and Key Stage 2. Pupils make outstanding progress in mathematics and science where their achievements have put them in the top 5% of schools nationally for the past two years. Pupils performed equally well this year. However, the school has so far been less successful in boosting achievement in English. Standards have risen in reading as a result of the strategies employed during this year. The school is placing a similar focus on writing in the next academic year. There are too few opportunities for pupils to do extended pieces of creative writing and the teaching of writing skills is not always sufficiently matched to individual pupils' needs.

Teaching overall is good because teachers plan interesting lessons which pupils enjoy. The curriculum has a good emphasis on developing pupils' basic skills and is enriched with many exciting extra activities including residential trips, which help to broaden pupil's horizons. Pupils are excellent role models for developing a healthy lifestyle and make a very strong contribution to the school community.

The secret of the school's success is excellent leadership and management. The school sets aspirational targets for pupils' achievement and overcomes formidable barriers to learning to achieve them. The headteacher's ambitious vision is firmly embedded in the school and is shared by highly motivated teachers and adults who work well as a team. The school is a hub of the community and its work has a positive effect on families and children. Since the last inspection all aspects of the school have continued to improve because of the rigorous monitoring of leaders at all levels and the totally accurate and honest self-evaluation. The school has an impressive track record of tackling

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

weaknesses and eliminating them. Because of this there is an excellent capacity to improve further.

What does the school need to do to improve further?

- Improve outdoor provision in the Early Years Foundation Stage by:
 - ensuring that all areas of learning are represented there so that children are able to learn in the fresh air
- improving access and giving children a wider choice in learning activities so that they are tempted to explore.
- Implement planned strategies to raise standards in writing by:
 - providing more opportunities for pupils to produce extended creative writing
 - ensuring teachers plan learning activities more closely matched to pupils' individual abilities.

Outcomes for individuals and groups of pupils**2**

Pupils of all abilities, including those with special educational needs and/or disabilities achieve well and make good progress from their starting points. Pupils in the behaviour referral unit similarly make good progress and enjoy school. In mathematics and science most pupils make excellent progress. In all classes pupils work hard and respond well to the high expectations that teachers set for good behaviour and relish challenging learning activities. All pupils have targets for literacy and numeracy. They know their targets and can discuss them. Pupils say that they enjoy learning as individuals and in pairs and groups. Their eagerness is encouraged by the very good relationships that teachers build with their pupils and the rewards and praise that they regularly receive. Attainment at the end of Year 6 is average overall and has been rising steadily since the last inspection. Attainment at the end of Year 2 is below average, although it too is rising.

Pupils' good behaviour and the very good class management skills of teachers ensure that lessons run at a brisk pace and pupils enjoy their learning. Pupils have an excellent understanding about how to live a healthy life and can discuss the importance of a good diet, the reasons to avoid too much salt or sugar and the value of exercise. They make presentations to parents and a wider audience in assemblies on healthy living and are good role models. Pupils also make an excellent contribution to their local community. They are proud of their school and want to make it as good as it can be, for example, by looking after the local environment. Pupils are keen to take on roles of responsibility and believe that the school listens to their views. Their commitment, enthusiasm and inter-personal skills will stand them in good stead in the future but their average attainment and attendance means that their preparation for the next stage of education is satisfactory.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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	1
The extent to which pupils contribute to the school and wider community	1
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

How effective is the provision?

The key strengths in teaching are expert subject knowledge, skilful questioning, positive relationships with lots of praise and encouragement for pupils and the planning of engaging lessons which motivate pupils to want to learn. Teaching assistants play an important part in working with small groups so that all pupils make the same good progress. Teachers set high expectations for behaviour and progress. Pupils are challenged to think and use their imaginations. Where teaching is weaker, it is because all pupils are doing the same work and sometimes pupils spend too long listening to the teacher and are less actively involved in their own learning. Marking is good and usually informs pupils about how to improve their work. Pupils in the behaviour referral unit are well taught and enjoy an interesting and exciting curriculum which closely matches their needs.

The curriculum is currently being developed to provide even more stimulating and enjoyable activities by linking subjects together. The school exploits its beautiful grounds by activities such as the 'mini-beast hotel'. There are plans to develop even more learning activities outdoors for older pupils. Information and communication technology is developed well in all areas of learning. Pupils' personal, social, health and citizenship development is promoted throughout the curriculum and is enhanced with citizenship opportunities such as working with local community wardens. A wide range of clubs which are well supported add to pupils' experience of the world and develop their social

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

and athletic skills.

Outstanding care, guidance and support enable pupils to make such good progress that they become happy, confident learners. Staff know pupils and their families well. Parents are regularly informed about what is happening in school and the work their children are covering in lessons. The school provides a well used resource for parents in its community room and organises information days for parents on financial, legal and housing matters. The school uses good strategies to promote attendance so that it is average. One of these is to provide a nourishing breakfast for pupils with the special treat of bacon sandwiches during the week of their national tests. The pastoral manager works in close partnership with numerous other agencies to support pupils' health and well-being. Pupils with special educational needs and/or disabilities are identified early and receive strong support, as do pupils who are identified as vulnerable for any reason. Pupils in the behaviour referral unit are very well cared for and given the academic and emotional support they need so that they are helped to return as quickly as possible to their mainstream schools.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school has improved extremely well since the last inspection, building on identified strengths and tackling obstacles to learning very successfully. The priorities identified for improvement are the right ones to raise standards further. Very accurate self-evaluation ensures that the school has a crystal clear picture of what needs to be done to serve the pupils and families even better. A highly effective and robust tracking system allows the school to know the details of the progress of every child and effective strategies support those in danger of falling behind or who need extra help. All staff are fully involved in improving the school and morale is high as they see the success of their work. Senior and middle leaders ensure that any weaknesses are tackled quickly. The management of the Phoenix behaviour unit is excellent. It is highly effective in supporting pupils experiencing difficulties to enjoy school and make better progress.

Governors are very supportive of the school and know the school's strengths and weaknesses well. They are effective in ensuring that safeguarding requirements are well met and that all those who work in the school are safe. The school's commitment to equal opportunities is demonstrated by the fact that all pupils, whatever their ability, make good progress. Community cohesion at a local level is strong with many links and

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

partnerships to support families and children. The school's contribution to cohesion through developing links nationally and internationally is in the very early stages.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress from very low starting points. Teaching is good and is planned around children's individual needs and interests. For example, when a bird landed in the outdoor area during the inspection the children were fascinated. The teacher and class crept outside to study it better and learn something about wildlife. Teachers use assessment well to identify the small steps in learning made by every child and then to plan the next learning activities. There is a good balance of activities led by adults and opportunities for children to choose their own activities, although there is less scope for learning outdoors. The outdoor area is less well resourced and one of the Reception rooms has no exit door to access the outside area so that there can be seamless learning between indoors and outdoors. The indoor classrooms are well resourced and spacious and provide stimulating places in which to learn. The area provides a caring, friendly environment in which children feel safe and happy. Arrangements to ensure the welfare of children are rigorous. There are good links with parents so that they feel included in their children's education and are well informed about the progress their children make. Careful arrangements are made with parents to help children settle quickly when they first attend and to prepare them later when they move on to Year 1. The provision is well managed.

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:	
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

Very few parents responded to the inspection questionnaire. The great majority of those who did were happy with all that the school provides. A very small minority of parents felt that the headteacher and other teachers did not listen to them. The inspection team found that the senior leaders were always available to meet parents and did everything they possibly could to give the pupils a good start to their education.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Carrwood Primary School 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 23 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	57	8	35	2	9	0	0
The school keeps my child safe	17	74	6	26	0	0	0	0
The school informs me about my child's progress	10	43	8	35	5	22	0	0
My child is making enough progress at this school	13	57	9	39	1	4	0	0
The teaching is good at this school	11	48	12	52	0	0	0	0
The school helps me to support my child's learning	10	43	10	43	3	13	0	0
The school helps my child to have a healthy lifestyle	11	48	10	43	1	4	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)	10	43	12	52	1	4	0	0
The school meets my child's particular needs	10	43	12	52	1	4	0	0
The school deals effectively with unacceptable behaviour	10	43	8	35	2	9	2	9
The school takes account of my suggestions and concerns	11	48	6	26	1	4	3	13
The school is led and managed effectively	14	61	7	30	1	4	1	4
Overall, I am happy with my child's experience at this school	14	61	8	35	0	0	1	4

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



Dear Pupils

Thank you to all of you for making my colleagues and I so welcome when we visited you in school last week. You were polite and helpful and made our work a pleasure. This letter is to tell you what we found out.

We agree with you that Carrwood is a good school and that some parts of its work are outstanding. We found that you work hard and support each other in class. You make good progress because you are well taught. You make excellent progress in mathematics and science. You have a good range of different activities and develop skills in using computers very well. Children in the Early Years Foundation Stage make good progress in their lovely spacious rooms. The school takes excellent care of you, so that you feel safe and know you are well looked after. The school displays are wonderful and we loved the 'mini-beast hotel' in the garden. Pupils in the 'Phoenix centre' make really good progress and enjoy their time there.

The headteacher, staff and governors want the best for you and are always looking for ways to make your school even better. We have suggested two things to improve the school. One is that teachers in the Early Years Foundation Stage plan more exciting learning activities out of doors and the other is to help you make even better progress in English by giving you more opportunities to develop your writing skills.

You can help by always listening to your teachers and working hard.

You all have my very best wishes for the future.

Yours sincerely

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 08456 404045, or email enquiries@ofsted.gov.uk.