

# High Craggs Primary School

## Inspection report

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<b>Unique Reference Number</b>	107271
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336852
<b>Inspection dates</b>	3–4 March 2010
<b>Reporting inspector</b>	Steven Hill

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 of pupils on the school roll</b>	369
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Tamsin Treasure-Jones
<b>Headteacher</b>	Mrs Gillian Roberts
<b>Date of previous school inspection</b>	27 March 2007
<b>School address</b>	Crag Road ShIPLEY West Yorkshire BD18 2ES
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## Introduction

This inspection was carried out by four additional inspectors. Almost 40% of available time was spent observing learning, in 21 lessons taught by 19 teachers. Inspectors held meetings with governors, staff and groups of pupils. They met several parents and a representative of the Streets Ahead project (which involves schools in developing their local area). Inspectors observed the school's work and looked at a range of documentation, concentrating on that related to attainment and progress, safeguarding procedures and attendance. Questionnaires were analysed from staff, pupils and 91 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- to what extent provision in the Nursery has improved
- whether pupils are making enough progress in writing at Key Stage 2 and in speaking and listening throughout the school
- what the school does to improve attendance and the impact of low attendance on pupils' progress
- how well teachers match work to pupils' different needs.

## Information about the school

This is a large primary school on the outskirts of Bradford. Most pupils live locally and are of White British origin, with a few coming from a range of different minority ethnic groups. A very small minority speaks English as an additional language. The proportion of pupils entitled to free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is above average, as is the percentage with a statement of special educational needs. The school includes a unit, known as the DSP (designated specialist provision), which provides for six pupils from across the local authority with high levels of need in the area of speech and language. The school provides a daily breakfast club for pupils. There is a crèche on site that is managed by the governing body and provides childcare for children aged from 0 to 5 years. This provision is for parents attending courses to support their children's education or to develop their own skills. The school has achieved a number of recent awards including Activemark and Investors in Families.

**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**

**2**

## Main findings

The school provides a good education so that achievement is good for all groups of pupils, regardless of gender, ethnicity or ability. Good leadership and management mean the school has improved considerably since the last inspection. Teaching and learning, the curriculum and pastoral care have all risen to a good standard. As a result pupils make good progress in all classes and their attainment is broadly average by the end of Year 6, despite very low age-related skills when children start in the Early Years Foundation Stage. The Nursery, a weak area at the last inspection, has improved to provide a much better start to children's schooling. As a consequence, children's skills by the end of Reception have risen rapidly. Pupils' development of their speaking and listening skills throughout the school, a weakness at the last inspection, is now a strength. Pupils' other basic skills are secure, including in information and communication technology (ICT), which they study in the computer suite. However, as the school has rightly identified, pupils have too few opportunities to use these skills to support learning in different subjects, because of a lack of equipment in the classrooms. High Craggs is a welcoming and harmonious learning community. Behaviour is good and boys and girls get on well together, enjoy school and are keen to learn. The school has worked successfully to raise attendance in the last year, but it is still too low. Progress is slower for the small number of pupils whose attendance is poor. They do well when they are in class, but their frequent absences lower their attainment. Pupils with special educational needs and/or disabilities make good progress because teachers match work closely to their individual requirements, and skilled teaching assistants often provide effective extra help for them in class. The pupils in the DSP do exceptionally well in the light of their starting points, both socially and academically. This is because of the considerable specialist expertise of staff and the outstanding care, guidance and support provided in the unit.

The careful monitoring of pupils' progress and subsequent action to address any weaknesses has underpinned many of the improvements made, particularly the better teaching and learning. Concerted action by staff has raised standards in writing after a dip last year. Accurate self-evaluation and the many positive changes since the last inspection illustrate the school's good capacity for sustained improvement. Almost all aspects of leadership and management are good. However, the promotion of community cohesion is satisfactory. It is very strong within the school and the immediate locality, but is relatively undeveloped with regard to more distant parts of this country, or within a global setting.

**What does the school need to do to improve further?**

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- Improve the attendance (and hence the attainment, skills and future economic well-being) of those pupils who have high absence levels by:
  - working closely with their families to help them ensure better attendance
  - keeping a careful track of the effect of pupils' attendance levels on their progress and sharing this with parents and carers.
- Provide more opportunities for pupils to use their ICT skills in different subjects by increasing the equipment available for this in classrooms.
- Improve the promotion of community cohesion by increasing and extending links with communities in the wider United Kingdom and abroad.

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

Pupils' progress has improved steadily over several years and attainment has risen from levels that were below average a few years ago to be broadly average now. In 2009, writing standards in Year 6 dipped and were weak compared to other subjects. Pupils are now making good progress in writing, so current attainment is in line with that in reading and mathematics. In a lesson for the top set in Years 5 and 6, for example, pupils made excellent progress and showed high standards in writing complex sentences, using interesting vocabulary. They worked hard to meet the teacher's high expectations and took a delight in working together to produce increasingly sophisticated writing. Pupils are now starting Year 1 with much better standards than previously and this is leading to higher attainment at the end of Key Stage 1. In parallel with this better start, the good tracking systems now in place have enabled teachers to accelerate pupils' progress across Key Stages 1 and 2 so that progress continues to improve. However, the attainment of pupils with attendance below 90% still lags behind that of their classmates by the equivalent of about two terms progress.

Pupils feel very safe in the school and know how to keep safe in different situations. They agreed that, 'People are kind to you.' and that there has been, 'Really no problem with bullying for ages and ages.' Pupils' spiritual, moral, social and cultural development is good. Their good behaviour is based upon very good relationships with each other and with staff. They empathise with others and support each other very well. They contribute well to the community. Older pupils take a pride in their role in helping younger ones and do so conscientiously and with enjoyment. Pupils' contribution locally is extensive, especially from those taking a leading role in the Streets Ahead project. From Nursery onwards, pupils develop strong independence in tackling tasks. Pupils have a good understanding of health issues, including hygiene and what constitutes a healthy diet. They are particularly keen on the many opportunities they have for exercise, reflected in the school's Active Mark, as well as in pupils' successes in sporting competitions. They make good progress in basic skills and have very positive attitudes to work. However, the weak attendance (and consequent lower attainment) of a few means that pupils' preparation for their future lives is only satisfactory overall.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Greatly improved teaching underpins pupils' good progress. Teachers set tasks that provide the right level of challenge for individuals and, with the support of teaching assistants, monitor their learning in lessons carefully. Pupils are challenged to refine and extend their work and any misconceptions are identified and addressed. Pupils in Year 6 agree that, 'If you get stuck, teachers explain where you've gone wrong.' Most lessons have a good pace resulting in rapid learning. Teachers give pupils plenty of chances to work together and share ideas and many of the best lessons are characterised by very effective use of pupils' strong collaborative skills to involve them actively, resulting in outstanding learning. This is a major factor in the much improved standards in speaking and listening. However, occasionally the pace slackens when pupils spend too long without being actively involved and then progress is only satisfactory. Positive relationships mean pupils are keen to do well. They know their targets and try hard to reach them. The marking of pupils' work is thorough, but varies in the extent to which pointers for improvement are followed up in subsequent work.

The curriculum engages pupils enthusiastically in a variety of subjects. There is a wide range of enrichment from visitors and visits out and the extensive provision for extra-curricular clubs is generally over-subscribed. Pupils have very good opportunities to use their basic skills in many subjects, except for their ICT skills. The school's links with other local schools and with a variety of local projects promote pupils' personal and

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

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academic progress well.

The good care, support and guidance provided for pupils ensure they are happy in school and able to learn well. Pupils' comment, 'The staff are very kind and helpful.' saying, 'They encourage us to learn.' Parents of pupils attending the DSP are fulsome in their praise for the support given to their children, and their consequent rapid progress. The breakfast club provides a bright and enjoyable start to the day for pupils who attend. The school has worked hard with parents and support services to improve attendance. Significant inroads have been made in the last 18 months, but staff are clear that more remains to be done to raise attendance to acceptable levels for a small minority of pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher and her deputy lead a cohesive team who work together effectively to raise standards. The quality and consistency of teaching have been greatly improved. The introduction of a better system for tracking progress has made a major difference to the quality of self-evaluation. Governors have a good understanding of the school's strengths and weaknesses, so are well able to hold staff to account for its performance. The school undertakes an increasing variety of successful initiatives, such as the crèche, to engage parents in the life of the school. This work has been acknowledged by the award of Investors in Families status. The widening of the post of learning mentor to pastoral manager, and her links with the parent involvement worker who supports attendance, have also been effective. Partnerships with other schools and organisations support progress and personal development well, particularly for pupils in the DSP, or those who are identified as vulnerable. All pupils are given equal access to different aspects of school life and the school's promotion of equality of opportunity is therefore good. A gap between boys' and girls' progress has been eliminated. Some improvements have been made in attendance to narrow the shortcomings in the attainment of frequent absentees. All procedures are in place to promote pupils' safety and well-being and they meet national guidelines. There is very strong provision in the curriculum to support this in a variety of ways, including sessions on road safety, drugs awareness and regular involvement of other professionals such as the police. Community cohesion, though strong locally, is at an early stage in the development of an international dimension.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Children start school with skills much lower than age-related expectations and make good progress. Their achievement has improved remarkably over successive years, particularly in Nursery, and their skills at the end of Reception in 2009 were close to expectations. Children are happy in the setting and have good relationships with staff, boosted by strong links with their parents and carers. Staff make good use of the classrooms and outdoor area for learning in different aspects of the curriculum. The adults have a good understanding of children's individual needs through careful and regular assessment. Interesting and stimulating activities, which children thoroughly enjoy, draw a good balance between adult-directed tasks and opportunities for children to choose things for themselves. The accommodation for the Reception class has limitations in space, and in a lack of immediate access to the outdoor area. However, staff make very good use of what is available to ensure that children's learning does not suffer. The key stage is well managed, so that adults work as a team to promote continuity between the Nursery and Reception classes.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

The very large majority of parents and carers are happy with what the school provides and with how their children are getting on. They particularly value the good teaching and that their children are kept safe. A few were concerned about how well the school deals with unacceptable behaviour. The inspectors found behaviour to be good and any potential problems were dealt with sensitively and effectively by staff. Pupils themselves say that they are confident that the adults will 'sort out' any problems that arise. A small number of parents and carers expressed some concerns about aspects of communication between home and school. The inspectors found that the systems in place to involve and inform parents were of a good quality compared to those found in most schools

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at High Craggs 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	1	50	1	50	0	0
The school keeps my child safe	0	0	1	50	0	0	1	50
The school informs me about my child's progress	0	0	2	100	0	0	0	0
My child is making enough progress at this school	0	0	1	50	1	50	0	0
The teaching is good at this school	0	0	2	100	0	0	0	0
The school helps me to support my child's learning	0	0	1	50	1	50	0	0
The school helps my child to have a healthy lifestyle	0	0	2	100	0	0	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)	0	0	2	100	0	0	0	0
The school meets my child's particular needs	0	0	1	50	1	50	0	0
The school deals effectively with unacceptable behaviour	0	0	1	50	1	50	0	0
The school takes account of my suggestions and concerns	0	0	1	50	0	0	1	50
The school is led and managed effectively	0	0	1	50	0	0	1	50
Overall, I am happy with my child's experience at this school	0	0	1	50	1	50	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



6 March 2010

Dear Pupils

Inspection of High Crag Primary School, Shipley, BD18 2ES

Thank you for all the help you gave us when we visited your school. We enjoyed talking to you and thought that you were friendly, sensible and polite. This is what we found out.

High Crag is a good school and has improved a lot since the last inspection. You are making good progress because your teachers and the other adults are good at helping you to learn. You get lots of interesting things to do, in class and in clubs, and these mean that you enjoy school. We were pleased to see how well you behave and that you all get on so well. You are particularly good at working together and discussing things to help you sort out your ideas. You know your 'next steps' targets and work hard to reach them. The adults keep a careful eye on how everyone is doing and quickly spot if anyone is falling behind, so they can give them extra help. This means that almost everyone is doing well. Unfortunately, there are a few pupils who are absent too often. This means that they do not make all the progress they should. The Year 6 pupils told me that the adults are good at organising things, and we agree. All the staff are keen to make things even better in future and we have agreed on the three most important things that they are going to work on.

- The adults are going to help and encourage those of you who are absent too much to improve your attendance.
- They are going to provide more equipment for you to practise your information and communication technology skills in different lessons in class.
- They are going to help you learn more about different communities in this country and overseas.

You can help by keeping up your hard work and good behaviour and by making sure you always come to school unless you are ill. We hope that you carry on enjoying learning at High Crag.

Yours sincerely

Steven Hill

Lead inspector

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