

Keighley St Andrew's CofE Primary School and Nursery

Inspection report

Unique Reference Number	107339
Local Authority	Bradford
Inspection number	309383
Inspection dates	10–11 April 2008
Reporting inspector	Carmen Markham

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	463
Appropriate authority	The governing body
Chair	Mrs Brenda Brown
Headteacher	Ms Salema McEwan
Date of previous school inspection	9 June 2003
School address	Lustre Street Keighley West Yorkshire BD21 2ND
Telephone number	01535 604656
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large school serves a mainly Muslim population. The majority of pupils are of Pakistani heritage but an increasing number are from a Bangladeshi background. Almost all pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. The school draws its pupils from an area of significant economic disadvantage and the percentage of pupils known to be eligible for free school meals is well above the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Keighley St Andrews is a satisfactory school that is steadily improving. The personal and social development of pupils, the care, guidance and support that it offers them and the quality of the curriculum are strengths. This is exemplified in the comment of a group of pupils responsible for planning and running school clubs who said, 'Our lives have been opened up by the school.'

The school has a long history of staffing instability that means that management teams are rarely at full strength. Despite this, the energy and enthusiasm of the headteacher, her capable leadership team and supportive governors have enabled a good programme of school improvement to be introduced. All know the school's strengths and weaknesses well and have identified some good strategies to bring about the necessary improvements. The school has focused closely on raising standards and improving the progress pupils' make. However, despite much hard work by the leadership team, high turnover of staff has limited the impact of leadership and management on pupils' achievement and the standards they attain. Therefore the judgements for both leadership and the school's capacity to improve are satisfactory. The school provides satisfactory value for money.

Children join the Nursery with no spoken English and extremely low levels of skills, particularly their communication, language, literacy, mathematical and social skills. The gap between their level of skills and what is typical for their age is so large that although they make satisfactory progress in their learning during their time at the school, standards are still very low by the end of Years 2 and 6. All pupils make satisfactory progress in relation to their previous learning and the rate of progress is increasing as they move through the school. Teaching is satisfactory overall although staffing issues have resulted in inconsistencies in expectations of what pupils can achieve and in the quality of assessment and planning. However, good teaching was seen and the good use of resources and a well-planned curriculum that motivates pupils are contributing to improved learning. This is supported by good quality additional help for pupils who are underachieving.

Good care and support for pupils is valued by parents. Typically a parent said, 'The school presents a safe environment for our children to grow in confidence'. Good staffing appointments have led to good support for vulnerable pupils and strong links with the wider local community whose members say that the school makes them feel valued as individuals. Pupils know how they can improve their work and are becoming increasingly aware of how to stay safe and healthy. They respond positively to the school's provision and are developing well as independent, well behaved young people who usually attend school and enjoy taking responsibilities. Their spiritual and cultural development is good as they respond enthusiastically to opportunities to develop skills in art and music and to learn about other cultures and traditions as in the Linking Project where pupils discovered that, 'you may think other children are different in other schools, but they are not'.

Effectiveness of the Foundation Stage

Grade: 3

Children in the Nursery make good progress from their exceptionally low starting points but on entry to the Reception class their skills are well below those expected for children of their age. In the Reception year children make satisfactory progress in communication, language and literacy, and mathematics but their progress in personal development is slower. Speaking

and listening skills are a priority and are well supported by bilingual staff. The quality of teaching is satisfactory overall although good teaching was seen. Teachers have benefited from recent additional training and support that has improved assessment, record keeping and planning. The progress of children is effectively monitored and recorded. However, currently there is no Foundation Stage leader to sustain and develop these improvements and in Reception, staff do not have a sufficiently strong understanding of the overall progress of each child. The provision is very well resourced and provides a good quality learning environment where children learn to play happily, care for each other and develop basic life skills.

What the school should do to improve further

- Improve achievement and raise standards in English, mathematics and science.
- Improve the overall quality of teaching, planning and assessment.

A small proportion of schools whose overall effectiveness is judged as satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Although standards are very low by Years 2 and 6, when account is taken of children's exceptionally low attainment on entry to the school, progress is satisfactory. Current data and pupils' work indicate that standards are rising in English, mathematics and science in Key Stage 2. This is because recent initiatives have led to pupils' work being effectively assessed by teachers and their progress carefully monitored. Pupils found to be underachieving are then provided with good support to help them to make progress. Pupils with learning difficulties and/or disabilities achieve as well as their peers. This is because their individual needs are promptly assessed and the right level of support is provided in lessons to ensure that they make measurable, if sometimes small, advances in their learning.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good and enhanced by their good appreciation of art. The school is sensitive to the cultural background of its pupils and Pakistani games such as Karam are played with huge enthusiasm. Pupils' behaviour in lessons and around school is good, although inspectors agree with some parents that a few older boys sometimes misbehave. However, these pupils respond well to school systems, such as behaviour report cards. Good attendance at the breakfast club reflects pupils' willingness to adopt a healthy lifestyle. Pupils' preparation for later life is judged as satisfactory because their basic skills are developing more slowly than those of many of their peers nationally, although their enthusiastic participation in many projects shows a good degree of maturity. School council members spoke positively about the chance they had to run the school on 'Take Over Day' and demonstrate an organised approach to fundraising initiatives such as the forthcoming Paddington's 50th birthday celebration. A group of pupils said, 'We look for experiences that will be useful to us in our careers'. This sums up the positive aspirations of many pupils and their evident enjoyment of the opportunities the school gives them to take responsibility.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching, although improving, is inconsistent in Key Stages 1 and 2. It ranges from good to inadequate. As a result, pupils' progress is uneven. Where teaching is good, teachers make good use of assessment to help them to plan lessons that meet the needs of pupils. They mark work regularly and provide targets and helpful guidance. In weaker lessons, planning does not take account of previous learning and does not consider the needs of all pupils. In these lessons organisation is lacking, marking is not helpful and available resources are not used. Therefore, in these lessons pupils do not make as much progress as they should. However, pupils' progress is beginning to improve, due in part to the increasingly effective support given to small groups of pupils and also to the growing opportunities for pupils to assess their own learning. This was demonstrated in a Year 6 English lesson in which pupils were asked to evaluate the progress they had made in their understanding of interview techniques. Pupils are encouraged to enjoy a variety of interesting activities in the classroom and the recent introduction of 'challenge' lessons is improving their learning. Those pupils who have English as an additional language and those with learning difficulties and/or disabilities are well supported by effective teaching assistants, enabling them to make satisfactory progress.

Curriculum and other activities

Grade: 2

Recent changes to the curriculum have broadened pupils' experiences and allowed them to be more imaginative and independent. The provision for English, mathematics and science is improving. This improvement also extends to the more effective use of information and communication technology to support the curriculum which was an area for development at the last inspection. All statutory requirements are met. The curriculum is further enriched through a wide range of out of school activities and clubs in addition to extensive visits and incoming visitors. For example, very effective use is made of various themes such as a French day and a mathematics challenge week to extend pupils' thinking skills and broaden their knowledge. Additionally, an 'artist in residence' has encouraged and supported pupils to produce a wide range of excellent artwork, sculptures and murals. The good personal, social, health and citizenship programme and 'circle time' afford pupils many opportunities to learn about relationships and team working. The curriculum allows full involvement of all pupils, including the high proportion with English as an additional language and those with learning difficulties and/or disabilities.

Care, guidance and support

Grade: 2

Recent staff appointments have strengthened the quality of care, guidance and support. Vulnerable pupils comment that their work is improving because the support provided 'keeps us out of trouble and so we are achieving more'. The vital link between parents and the school is at the forefront of the school's drive to increase pupils' attendance by encouraging punctuality and appropriate bedtimes, so that pupils are not too tired to do well in lessons. Arrangements for safeguarding pupils meet current government guidelines and are well organised. Secure systems are established to promote pupils' health and safety, and potential risks facing pupils both in school and when out on trips are assessed. Improved systems for analysing standards

and achievement are ensuring that help can be targeted effectively to where it is needed. Pupils benefit from guidance and support in small groups that are set up specifically to raise achievement. Pupils have a good knowledge of their personal and academic targets and, where teaching is good, this helps them to achieve these targets and to improve their work.

Leadership and management

Grade: 3

Unstable staffing has restricted the impact of the school's leadership on pupils' achievement and this is why leadership and management are judged to be satisfactory. However, the leadership team works well together. They share a vision of a school where all pupils can achieve and reach their full potential and where the local community is welcomed and valued. With supportive and well informed governors, they set realistic targets and provide a firm direction for the school. Through carefully organised monitoring they know the strengths and weaknesses of the school well. Therefore, appropriate priorities have been identified and a good range of strategies has been implemented to improve provision and learning. This is leading to improvements in achievement, attendance, teaching, the curriculum and community links. Procedures to assess and monitor pupils' progress and identify learning targets that pupils understand are a positive development. Although staffing issues have meant that school improvement has taken place more slowly than the leadership team would have liked they have been handled with skill. Difficult staffing decisions have been implemented with considerable courage. Several non-teaching staff have recently been appointed in order to improve pupils' participation in activities and manage data and resources. These improvements and the strength of its leadership team show that the school has satisfactory capacity to improve further.

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Annex A

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	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
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?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

On behalf of the inspection team I would like to thank you for making us so welcome in your school. You were all very helpful and polite and helped us to find our way around. We admired the beautiful displays of your work, especially the very original art work on the different religious symbols you are working on with your school artist. We also enjoyed talking to you and finding out about your school council and the work you do in lessons.

We think that your headteacher and the staff all work hard to make your school successful. We judge it to be a satisfactory school with some things that are good. The staff look after you well and most of you feel safe and happy in school. You make progress in lessons because your teachers usually plan them carefully so most of you have work that suits you. They also make sure that they involve you in a lot of interesting topics, activities and visits so that you can practise new skills and improve your understanding of the world.

Most of you attend school regularly and arrive on time. As most of you behave well you are able to listen and learn. We noticed that you take good care of each other so that you can all enjoy school. You also know how to stay healthy and safe and make the most of all the exciting activities the school provides during and after school. We thought the school 'take over day' sounded very interesting.

One of the reasons for our visit was to see how your school can improve. We have asked your school to help you to make better progress than you are making now so as to raise your standards in English, mathematics and science. We have also asked the school to make sure that teachers always plan lessons which will help you make the best possible progress and that they always check your work carefully.