

# Worth Valley Primary School

Bracken Bank Crescent, Keighley, West Yorkshire, BD22 7AX

**Inspection dates** 20–21 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils' progress in writing and mathematics is not consistently good. They do not have enough opportunities to use their knowledge in mathematics to solve problems and they do not always have the necessary resources to help them in this subject.
- Pupils do not use spelling, grammar and punctuation accurately in all their writing.
- Teaching is not consistently good. Pupils are not given enough time to plan and think about their learning. Some of the extra adults in the classrooms are not always used well enough to support pupils' learning.
- Pupils' presentation of their number and written work is not of a high enough standard. They are not given sufficient time to respond to the teachers' marking.
- Behaviour requires improvement because some of the activities do not interest pupils, particularly those with complex needs. As a result their concentration wanes and they become easily distracted.
- Middle leaders are not yet confident in analysing the school's data in order to help pupils to make accelerated progress in their subjects.
- Some parents are not satisfied with how the school manages pupils' behaviour.

### The school has the following strengths

- Pupils are making rapid gains in reading.
- Children have a good start in the Early Years Foundation Stage. Pupils make good progress in Key Stage 1.
- The school's work to keep pupils safe is good and attendance is improving.
- Members of the governing body are carrying out their roles and responsibilities effectively and have a good overview of the school.
- The headteacher and the deputy headteacher have worked closely together to improve teaching and to enhance pupils' achievement in Key Stage 1.

## Information about this inspection

- The inspection team observed teaching and learning in 11 parts of lessons. Four were jointly observed with the headteacher and deputy headteacher. Inspectors also observed an assembly and the breakfast club.
- The inspectors held discussions with key staff, pupils, three members of the governing body and a representative from the local authority.
- Inspectors listened to groups of pupils reading in Years 1, 2 and 6.
- Inspectors looked at key documents including: the school’s evaluation of its performance; data showing pupils’ progress; minutes of governing body meetings; and information relating to behaviour and safety.
- Inspectors observed pupils work in all year groups with the headteacher and deputy headteacher.
- Inspectors took account of 37 responses to the staff questionnaires. Inspectors met with some parents at the start of the school day. Inspectors also took account of 39 responses to the online questionnaire (Parent View).

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Stefan Lord

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Most pupils come from White British backgrounds.
- The proportion of pupils supported through school action is slightly below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is well-above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The school makes use of three alternative provisions at Horizons, The Acorn Centre and Longview.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school manages its own breakfast club.

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

- Ensure that the quality of teaching is consistently good or better so that pupils make at least good progress in mathematics and writing by:
  - giving pupils more opportunities to solve problems in mathematics
  - ensuring that pupils have easy access to the mathematical resources available to support their learning and that their number work is accurately recorded
  - developing pupils' understanding of how to spell accurately, use grammar and punctuation in all of their written work and insisting that their work is presented to a high standard
  - providing more opportunities for pupils to plan and reflect on their learning
  - ensuring that activities interest pupils and extend their thinking skills, particularly those who are most able
  - giving pupils enough time to respond to teachers' marking.
- Improve behaviour by providing activities which fully support the integration of pupils with complex needs into the life of the classroom.
- Improve the effectiveness of leadership and management by:
  - strengthening the roles of the middle leaders so that they become more confident in analysing the school's data in order to help pupils make more rapid progress
  - ensuring that all leaders work together to build effective working relationships with parents in order to support their children's learning.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because progress is not consistently good in writing and mathematics. Progress varies throughout Key Stage 2. The most able pupils do not achieve as well they could because some of their activities do not extend their thinking skills well enough.
- Pupils are given sufficient time to explore a wide range of topics in mathematics. Those in Key Stage 1 are developing their addition and subtraction skills well. However, pupils are not given enough experience of applying their mathematical knowledge and understanding to solve problems. Sometimes, they do not have the necessary resources available to support their learning in this subject.
- In writing, pupils have appropriate time to write at length in a range of subjects. Some pupils use the sounds that letters make (phonics) to help them to spell any words that they find difficult. However, their spelling, punctuation and grammar are not always accurate in their written work.
- Children mostly join the Early Years Foundation Stage with skills that are below those typical for their age, particularly in communication and language development. The adults effectively develop children's speaking and listening skills through a range of activities, such as having a 'time to talk'. Children make good progress and join Year 1 with skills that are closer to average.
- Standards at the end of Key Stage 1 are broadly average because pupils make good progress. However, attainment is still broadly average by the time they leave at the end of Year 6. This is because pupils make expected progress through Key Stage 2, but few do better than this.
- Disabled pupils and those with special educational needs receive appropriate, targeted support. This contributes to them making similar progress to their peers within the school. It is too soon to measure the full impact of those attending the alternative provisions as they have only recently started attending these provisions. However, there is evidence of some progress being made in one of the provisions.
- The attainment gap between those eligible for the pupil premium funding, including those known to be eligible for free school meals, and the others in the school is closing. In some year groups, their attainment exceeds that of other pupils. In the 2013 national tests, those eligible to the funding were approximately just less than half a term behind those not eligible in writing; they were virtually similar in reading and mathematics. This demonstrates that the school is spending the money efficiently and promoting equality of opportunity for them to achieve just as well as the other pupils.
- The school's data and the inspection evidence show pupils make good progress in reading in most year groups. Reading is promoted well throughout the school. All classes have a specific story time where they enjoy listening to a story being read by an adult. School leaders have bought new reading material that motivates them to read. Phonics is taught well; as a result pupils are able to use this to work out words that are unfamiliar to them. Older pupils read confidently, fluently and with expression.

### The quality of teaching

### requires improvement

- Although improving, teaching still requires improvement because it is not consistently good, particularly in Key Stage 2.
- One of the strengths in teaching is that teachers and some of the extra adults in the classrooms monitor pupils' learning well. This enables them to address most of the misconceptions and errors made by pupils. However, some of these extra adults in the classrooms are not always used well enough to support pupils' learning. Pupils, particularly those in Key Stage 2, are not given enough time to reflect on what they learn. Older pupils say that they find learning fun when they are given the chance to work by themselves using computer technology to do research.

- Where pupils have first-hand practical experiences and a range of resources to understand difficult concepts, they make rapid gains in their learning. For instance, in a Year 3 science activity, pupils listed the features of a fair test when investigating different types of magnets. However, pupils are not always given enough resources in mathematics to support them, particularly when they are learning new and difficult concepts.
- Sometimes, the work and activities given to pupils do not always interest them and do not provide enough challenge to extend their thinking skills, particularly those given to the most able pupils. As a result they do not make rapid gains in their learning and they do not concentrate as well as they could.
- Marking in pupils' books gives them clear advice on the next steps needed to improve their work. In some books, pupils have the chance to assess the work of others and make comments. However, pupils do not have sufficient time to respond and act on the advice from the marking. Also, some books show that pupils do not present their work to a high standard and the numbers in their books are not always accurately recorded.
- Teaching is good in the Early Years Foundation Stage. Both the indoor and outdoor learning areas are used well. Children are happy and settled and enjoy working together. Others develop their curiosity and inquisitiveness by using magnifying lenses to look at the early growth of their tomato plants.

### **The behaviour and safety of pupils**

### **requires improvement**

- The behaviour of pupils requires improvement. This is because where pupils do not find the work exciting and interesting they are not fully engaged in their learning. Also, some activities do not always help to integrate and fully include pupils with complex needs so that they are fully settled in their classrooms.
- Pupils say that behaviour is better in class than in the playground. They say behaviour is not perfect and would give it seven out of 10. Pupils thoroughly understand the different rewards and sanctions used in the school. They feel that any poor behaviour is quickly dealt with. The majority of the staff responses show they feel behaviour is managed well. Whereas, the majority of parents who responded to the online questionnaire did not agree with this. However, inspectors feel that whilst behaviour does require improvement, and that there is some justification for parents' views, behaviour is managed reasonably well around the school.
- Pupils are well supervised at lunch and break times. In the dining hall, pupils sit well together to eat their lunch. Children in the Early Years Foundation Stage behave and socialise well with each other whilst they share the equipment.
- The school's work to keep pupils safe and secure is good. Pupils are taught how to keep themselves safe in different subjects. During the inspection, pupils were safely cycling around the school grounds wearing their safety helmets. Pupils say they feel safe in school because they have friends and adults that will look after them well. The majority of parental responses say that their child feels safe in school.
- Pupils know and understand the different types of bullying, including cyber bullying. They say that there is a small amount of bullying, which is mainly name-calling, and feel this is dealt with well by the school.
- Members of the school council take their responsibilities seriously. They have started to create a reflective garden with one of the governors and have helped to design the trim trail that pupils play on outside at break times. All of this is helping to develop their leadership skills.
- Attendance continues to improve and is now in line with the national average.
- The breakfast club gives pupils a meal which helps to extend their concentration span during the school day. It positively develops their social skills.

## The leadership and management requires improvement

- The headteacher, in partnership with the deputy headteacher and the governing body, has improved the quality of teaching and pupils' achievement in Key Stage 1. However, leadership and management require improvement because the overall quality of teaching is not yet consistently good and pupils' achievement is not yet good in Key Stage 2.
- Any increases in teachers' salaries are firmly linked to pupils' progress and the standards expected of teachers nationally. Extra support is put into place where teaching requires improvement, which is helping to improve the quality of teaching.
- Senior leaders ensure that the middle leaders are involved in checking the quality of teaching and pupils' achievement. Senior leaders have a rigorous system to track data on pupils' achievement. They use this well to quickly identify any underachievement of different groups of pupils. However, middle leaders are still in the early stages of developing their confidence in analysing data in order to help pupils to make rapid progress.
- Pupils learn different subjects in a way that is meaningful to them. All pupils have the opportunity to go on visits, including to the 'Thackeray Museum' and to the 'London Eye'. These help pupils to have different first-hand experiences to support their ideas for writing. The school's leaders are aware that different subjects do not give pupils enough opportunities to solve problems, and also that pupils do not use spelling, grammar and punctuation accurately.
- Pupils' spiritual, moral, social and cultural development is sufficiently promoted through assemblies, reflection time and pupils visiting other places of worship. These include visits to a mosque and a synagogue, which help them to learn about other religions and cultures that are different to theirs.
- The primary school sport funding is used well to employ sports specialist coaches who are helping to improve the confidence and skills of staff to deliver high-quality lessons in physical education. Also, those pupils who take part in the additional activities at different times in the day are showing improved fitness levels.
- Results from the online questionnaire completed by parents and discussions with a few parents at the start of the school day, show that some of them are not entirely satisfied with the way the school manages pupils' behaviour.
- The school works closely together, and has formed good relationships with, a local network of schools. These are helping to make improvements across the network.
- The local authority provides the school with good professional development, including support to the governing body, teachers, senior and middle leaders. At regular intervals, the local authority reviews and challenges the school's performance. This is helping the school to improve further.
- **The governance of the school:**
  - Since the previous inspection, most of the membership of the governing body has changed, including its leadership. New governors were recruited because they have the additional skills needed. Governors have completed a skills audit and formed a governor action plan. The governing body has been reconstituted and now has two main committees that meet regularly. This has helped it to be more efficient and to have a clear direction on how to improve the school. All governors are continuing to receive essential training to help them to have a clearer understanding about how to carry out their roles and responsibilities well. They use all the available information to challenge leaders effectively about pupils' performance. Governors have a clear overview of how any increases in teachers' salaries are linked to successful performance, and know about the quality of teaching throughout the school. They have a good overview of how the pupil premium and the primary school sport funds are spent, and the difference they are making to pupils' achievement. Governors ensure that all safeguarding procedures meet statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	132220
<b>Local authority</b>	Bradford
<b>Inspection number</b>	442281

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

<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>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Adam Getliff
<b>Headteacher</b>	Cheryl Edge
<b>Date of previous school inspection</b>	16–17 October 2012
<b>Telephone number</b>	01535 604240
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