

Low Ash Primary School

Wrose Road, Wrose, Shipley, West Yorkshire BD18 1AA

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| Inspection dates | 26–27 April 2016 |
| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- Leaders, managers and governors are very ambitious for the pupils. They have very high expectations of pupils and staff. As a result, pupils' outcomes and the overall effectiveness of the school have improved and are now good.
- Teachers plan interesting tasks that motivate and engage the pupils well. Pupils enjoy school, say they are safe in school, and behaviour is good.
- Expectations are high and the work set challenges pupils to think deeply and to make good progress. Pupils, especially the most able, produce good-quality work.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. The curriculum promotes the school's values particularly well and is preparing children to become good citizens.
- Pupils are punctual to school and their conduct is of a good standard. They treat each other with respect and are polite and courteous to adults.
- Systems to check the quality of teaching and pupils' progress are thorough. Leaders' support for staff, through professional development work, has resulted in teaching and pupils' progress improving to good.
- The provision in the early years is good. Children make good progress as a result of good teaching and good leadership. Parents' support for reading in class is impressive.
- Governors are challenging and support the school well on its journey for further improvement. They hold leaders to account for their work and ensure that teaching and pupils' outcomes are good.

It is not yet an outstanding school because

- Occasionally, the quality of teaching is not consistently good. The pace of learning sometimes slows and, at times, questioning needs strengthening.
- There are still a few pupils who have special educational needs and disadvantaged pupils whose attendance is not good and it is affecting their progress.
- Plans for improvement do not show clearly how the changes to be made will improve the quality of teaching and pupils' outcomes.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching even further to strengthen pupils' outcomes by:
 - consistently using skilful questioning to develop and deepen pupils' knowledge and understanding
 - ensuring that the pace of learning is consistently strong
 - increasing opportunities for pupils to apply their mathematical skills across a wide range of subjects.

- Increase the impact of leaders and managers by making sure that:
 - attendance for disadvantaged pupils and special educational needs pupils is at least average to accelerate progress more quickly
 - leaders are crystal clear about how planned actions will contribute to improvements in teaching and pupil progress.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and the governing body have developed a strong sense of purpose among all the staff. The headteacher has been successful in improving the quality of teaching so that it is good across the school. As a result, pupils' outcomes and their personal development, behaviour and welfare have strengthened and are now good.
- The headteacher has given responsibilities to more people in order to drive forward his ambitions for the school and its pupils. High expectations and a relentless drive for improvement are evident in the challenging targets that are set for both pupils and staff to be successful. Subject leaders and middle leaders are playing their part in supporting the development of good teaching and learning. There is an unwavering and uncompromising drive to make sure teaching and pupils' outcomes are at least good.
- Staff are proud to be members of the school and know that they are held to account for the work they do. Pupils' progress is checked meticulously and should pupils be falling behind, swift action is taken to help them to improve.
- Systems to check the performance of teachers are thorough and are very effective in helping teachers and leaders to enhance their skills. Astute and accurate analysis of the quality of teaching leads to the identification of best practice, which is then shared across the school to strengthen teaching. Should teaching fall short of what is required, leaders act quickly to provide focused professional development for teachers, including coaching from the school's 'leaders of teaching and learning'. This training is strengthening teaching and there is good capacity for further improvement.
- Teaching assistants are provided with good training to fulfil their role and have a performance review to identify their training needs and career aspirations. This is a good example of the school's commitment to equality of opportunity.
- Newly qualified teachers receive bespoke support that is enabling them to help pupils make good progress and learn well.
- The school's improvement plan correctly identifies the main priorities and actions required to improve the school. There is clear evidence that actions taken are leading to improvement. However, current plans for improvement lack precise criteria by which success can be measured in terms of improvements to teaching and pupils' outcomes.
- The curriculum makes a strong contribution to pupils' learning and their personal development, behaviour and welfare. There is a wide range of subjects which contribute well to pupils' good progress in reading and writing. The mathematics curriculum is well planned, with high expectations for all pupils, including the most able. However, greater contribution from other subjects would strengthen pupils' application of mathematical skills. Pupils enthuse about the 'creative curriculum', which engages them in technological and artistic activities. A wide range of after-school clubs, visits and visitors enhance the curriculum and are appreciated by pupils and parents.
- The promotion of pupils' spiritual, moral, social and cultural development is strong. Pupils enjoy singing, playing musical instruments and visiting places of religious worship including mosques and temples. The school's values of tolerance, respect, liberty, democracy and law permeate every subject in the curriculum and are promoted strongly in weekly 'values assemblies'. Pupils have time for reflection and time to speak and write about their own developing values. Pupils say they 'care about each other and all are equal'.
- Religious education sessions make a significantly strong contribution to pupils' understanding of other cultures, as does the school's link to a local school where pupils come from different cultural backgrounds to those at Low Ash Primary.
- The primary school physical education and sports funding is used well. The funding has increased participation in sport and helped the school to develop a 'fit for life' programme as well as widening the range of competitive sport. Pupils are keen to participate in sport and are very active at lunchtimes and breaktimes. A sports coach has supported staff in developing their skills in the teaching of physical education. The school is very successful in competitive sports such as cross-country, tag rugby, basketball and cricket.
- The pupil premium funding is used effectively. Over time, outcomes for pupils across the school are strengthening and gaps in attainment are closing because of the well-planned, structured intervention programmes for disadvantaged pupils. There are a few pupils whose attendance is not good enough for them to benefit fully from the good support the school provides.
- The local authority checks the progress of the school and has supported its development. It has brokered

a partnership with another good school and supported cultural links with other schools. The local authority's efforts have contributed to improving the school's overall effectiveness.

■ **The governance of the school**

- Governors visit the school regularly to check on its progress. They are well aware of the strengths of the school and how it can improve further. Governors say the advice given by one of Her Majesty's Inspectors, who has been supporting the school, has helped them to improve the way in which they hold the school to account. Governors are very capable in analysing the performance of the school in the context of national information.
 - Governors check the funding of the school and ensure that resources are allocated effectively. They check the impact of the pupil premium funding and know that improvements have been made this year. Governors have a clear understanding of the arrangements linking teachers' performance to pay and do not shy away from challenging any underperformance.
 - Astute checking of the school's work through external support and the local authority, combined with sharp and accurate reporting from the headteacher, keeps governors well informed about the progress of the school. As a result of their challenge and support, the school has improved and has the capacity to improve further.
- The arrangements for safeguarding are effective. Staff are appropriately trained and vigilant. Governors check the quality of the school's work and know that links with parents and external agencies ensure that pupils are safe. The safety and safeguarding of children attending before- and after-school clubs is secure.

Quality of teaching, learning and assessment is good

- Leadership's relentless drive for improvement has made sure the quality of teaching is good. Training and support for teachers and teaching assistants has improved the quality of teaching to help pupils make good progress.
- Expectations are high. As a result, work set is challenging and pitched at an appropriate level to meet the needs and abilities of pupils. The most-able pupils are expected to think deeply and explore mathematical problems, write extensively to a high standard and use high-level skills when explaining what they are reading. Pupils of all abilities are supported well to ensure that they make good progress.
- Work set is well-planned, with a range of resources used to support pupils' good progress. Interesting tasks are planned that build on pupils' prior knowledge and help them make good progress. Pupils are given opportunities to work together, and this contributes to their good attitudes to learning.
- Teachers' good subject knowledge assists them in pre-empting misconceptions and giving clear explanations about what has to be done. This helps pupils settle to work swiftly and to make good progress.
- Questioning is used well to assess what pupils understand and to determine whether the time is right to move learning on. Pupils are keen to learn and to provide extended answers to questions. Occasionally, teachers and teaching assistants can be too quick to provide answers to questions without probing pupils' knowledge and understanding deeply to help them to think things out for themselves.
- The pace of learning is usually good and pupils make good progress. Very occasionally, a task can be too ambitious for the least-able pupils and for the most able they very occasionally have to spend time listening to explanations about what they already understand. On these few occasions, progress slows.
- An analysis of pupils' work by inspectors showed that regular homework makes a good contribution to pupils' good learning and progress. It also showed that there are many opportunities for pupils to use their good reading and writing skills across many subjects. For example, a visit to a medical museum led to pupils writing extensively about health issues and scientific development, followed by a redrafting exercise to produce very high-quality work. There are many examples of high-quality writing, particularly in history, geography and religious education. The use of mathematical skills across a range of subjects is less well developed, although there some good examples in science and design technology.
- Assessment of pupils' work is accurate and regular. The school's policy for marking and feedback is adhered to and is supporting good learning. Pupils respond well to the advice given and this is helping them to strengthen their learning. The school has recently focused on strengthening spelling and it is clear that across subjects, marking and pupils' response is helping pupils make good progress in this aspect of learning.
- Teaching assistants have benefited well from additional training opportunities as they are skilled and are

providing good support for pupils. They are well respected by the pupils and well informed by teachers about what is to be learned in class or in the small groups they lead outside the classroom.

- Good relationships between adults and pupils feature strongly in all classes. Pupils respond well to the good praise they are given.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident when speaking with adults. Many pupils hold doors open for adults and politely say 'hello'. The school is a welcoming place where children treat adults and each other with dignity and respect. Pupils listen well to others' opinions.
- Pupils told inspectors that they enjoy school and they are safe. Pupils are clear about how to adopt safe practices when working with technology and using the internet. The school promotes internet safety through regular computing lessons and assemblies. Visitors, including from the fire brigade and the police, contribute well to pupils' good knowledge of how to stay safe.
- Pupils have good opportunities to participate in activities that will keep them fit and healthy. They have two hours per week of physical education and additional clubs that they can take part in after school. At break and lunchtime, pupils have a range of equipment they can play with and a sports coach is available to supervise pupils' games. At lunchtime they make healthy choices and say they like eating fruit and vegetables.
- Pupils are smart in their uniform. Generally, they take pride in their work and persist well with challenging tasks. Handwriting and presentation of work is usually of a good standard.
- There are good opportunities for pupils to accept posts of responsibility. For example, prefects help staff supervise in assembly and digital leaders support others with the use of information technology.
- Pupils vote for their school council and this is a good introduction to democracy. They know their views are listened to. As a result of their suggestion, the school's playground was redeveloped and a safe climbing frame area was installed in the playground, which is used very well by pupils. Pupils say they enjoy the new playground.
- Pupils are clear about what constitutes bullying and say 'we don't have much' and that 'it gets sorted out'. School records show that bullying is uncommon and the school takes appropriate action to resolve matters. Pupils have access to a 'worry box' should they wish to use it and they are confident that adults will listen to them and respond appropriately. Almost all parents are satisfied with the school's response to bullying.
- The guidance pupils are given and the responsibility they readily take on give them a very good understanding of British values and prepare them well for life in modern Britain. The school's values of respect, tolerance, law, democracy and liberty lead to pupils developing their values exceptionally well. Pupils in Year 3 were seen working harmoniously with pupils from Asian backgrounds from another school. Pupils are generous in supporting the work of charities.
- School leaders have good systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils. Pupils enjoy activities at the school breakfast club and after-school clubs. Effective safety and safeguarding arrangements are in place for children attending the clubs.
- Parents and staff are confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils manage their conduct well both inside and outside the classroom. Inspectors noted that pupils' behaviour in the dining hall is excellent.
- Pupils know what is expected of them and behave well. They say that behaviour has improved and inspectors found that school records confirm this. Pupils say they enjoy the rewards that are available for good behaviour, good work and good attendance. They are clear that behaviour is good around the school and in class, although they say a few pupils could behave better.
- Pupils enjoy opportunities to work together in class and to share ideas with others. Their attitudes to learning are good as they are keen to learn. They respond well to the support and advice given to them. Occasionally, some pupils can lose focus when the pace of learning slows but they do not disturb others.
- Attendance is average with few pupils regularly absent from school. With the support of their parents,

pupils are punctual to school. Pupils are clear about how important it is to be punctual. However, the attendance of disadvantaged pupils and those with special educational needs is lower than that of other pupils and, for some, this is affecting their progress.

- The school environment is well cared for and is litter-free. Displays of pupils' work and other educational displays interest pupils and promote good learning.

Outcomes for pupils

are good

- During the past two years, inconsistencies in the quality of teaching across the school have been tackled successfully by the headteacher and other leaders. Consequently, pupils are making good progress in reading, writing, mathematics and a wide range of subjects.
- Across key stages 1 and 2, pupils are making good progress and standards are at least average from below average starting points. In 2014, there was a significant increase in standards at the end of key stage 2 on the previous year and standards increased again in 2015. Pupils made strong progress in writing, particularly in 2015. In mathematics and reading, the proportion making expected progress and even better than that matched the national average.
- An analysis of the work of current pupils' work across the school was carried out by inspectors. It showed that pupils are making good progress, not only in English and mathematics but in a range of subjects. Pupils make especially strong progress in religious education and good progress in history, geography and art. Inspectors saw work from the new 'creative carousel', work in design technology subjects and artistic subjects, which is especially good. Work in science was not as strong as in other subjects. Leaders are clear about this and are taking appropriate action to strengthen it.
- In mathematics, the most-able pupils attain standards that are above similar pupils in other schools and they make significantly better progress. In reading and writing outcomes are the same as similar pupils nationally. Teachers use resources from the National Centre for Excellence in Mathematics to set challenging and interesting tasks to master mathematics. They also enter pupils for local competitions in mathematics. Pupils' reading and writing, including poetry, is of a very high standard and some of the most-able pupils compile the school's newspaper. Talented musicians have the opportunity to play in the school orchestra.
- Disadvantaged pupils have not made as much progress as others in school, and nationally, in reading and mathematics. As a result, attainment gaps widened as they did not make fast enough progress in these subjects to overcome their lower starting points. The school has put more additional support in place for these pupils and gaps are narrowing across the school. The additional support is working well, especially for those pupils whose attendance is good. However, there are still a few pupils who are not benefiting well enough because their attendance is below average.
- There is good teaching and support for pupils who have special educational needs or disability. Overall, their needs are identified clearly and matched effectively to the support being given to them. Progress for these pupils is in line with others in school. Those who attend well are benefiting strongly from additional support but progress can vary across the school as some pupils are not attending well.
- Across the school, progress in reading has strengthened and currently it is at least good. 'Football reading' sessions in school are working well to strengthen boys' enjoyment of reading. The school has focused on developing the teaching of reading and has provided additional support to help pupils read well. It is clear that the school's work is promoting reading well and pupils are keen to read. Parents and volunteers support reading in Years 3 and 4 as well as in early years.
- Pupils say that they enjoy reading and teachers provide interesting books for them to read. The school library is used well and has a good range of books. Pupils in key stage 1 are using their good skills in linking letters and sounds to read and write well. In the most recent screening check for reading at the end of Year 1, the proportion of pupils achieving the expected standard was above average. In particular, boys improved their skills well because of the good work done with them. School information indicates that even more pupils than last year should attain the expected standard in the Year 1 screening check.

Early years provision

is good

- Children are safe and happy because of the secure procedures that exist in early years. Adults know the children well and give them good care and attention. Children enjoy learning both indoors and outdoors in a high-quality, well-planned environment.

- There is a calm, purposeful environment in early years where children settle well and cooperate well together. The interesting work covers all of the areas of learning. Children develop good attitudes to learning as they listen well and concentrate well on what they are asked to do. They are confident in discussing their work with adults. Children's behaviour and their personal development are good. Children develop good skills to work together and are respectful to each other and adults.
- The majority of children enter Nursery with skills that are below those found typically. Through use of regular and precise assessment of children's learning, teachers and the early years leader accurately identify children's needs. Adults use their good knowledge of children's prior learning to skilfully develop activities that help children to make good progress. There are good opportunities for children to work indoors, using computers, or to choose to learn outdoors using a mud kitchen, a stage and a wide range of other equipment.
- Good leadership has identified accurately what needs to be done to improve the quality of the provision. Additional training for adults has ensured that teaching is good in the provision and this has led to good progress for children. The fortnightly training sessions for adults are focused on mathematics and writing. It is clear from children's work that this work is helping children make good progress.
- Children's attainment improved from 2014 to 2015 and is set to improve again in 2016 so that by the end of Reception, the proportion of children identified as attaining a good level of development is above average. Disadvantaged children are making better progress than others and are catching up quickly because of the good additional support they are given.
- Over time, there have been exceptionally few children who have special educational needs and disabilities to make meaningful comparisons with the progress of other children.
- Children have a good choice in what they are interested in learning. They cooperate well with each other. In Reception, some children were learning how the beanstalk had grown and describing that it was strong enough to hold Jack but they wouldn't climb up it. Others were decorating labels for a tree and telling each other that 'you need to take care when sticking'. Others were challenging each other to 'guess which object would travel best' and to give reasons for their answers. There are many stimulating learning activities for children to explore and develop their curiosity and independence.
- Leadership is good and has strengthened the links between Reception and Year 1. Teachers work together regularly to make sure that transition to Year 1 is built on a strong understanding of children's skills. This has had a positive impact on attainment in key stage 1. Children's spiritual, moral, social and cultural development is good, with a range of visits and visitors supporting social and personal skills.
- Adults in the provision record children's experiences and achievements meticulously. Through an initiative, 'ask me about my play', parents are encouraged to find out what their child has been learning and to place comments in their child's learning journal. They record their child's development at home through the school's learning journal. This link between the school and parents is providing additional information to plan children's next steps in learning.
- The school has trained parents to give good support in developing children's reading. Each day, many parents volunteer to listen to children read. Parents have good skills in helping children to link letters and sounds to read and in assessing children's progress in reading. Their work is impressive and is making a strong contribution to children's development and enjoyment of reading.
- Safeguarding procedures are effective and all the relevant welfare requirements are met in the provision.
- Children are being well prepared for the next stage of their education.

School details

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| Unique reference number | 107272 |
| Local authority | Bradford |
| Inspection number | 10011983 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 478 |
| Appropriate authority | The governing body |
| Chair | Nick Briggs |
| Headteacher | Terry Woollin |
| Telephone number | 01274 582927 |
| Website | www.lowash.bradford.sch.uk |
| Email address | office@lowash.bradford.sch.uk |
| Date of previous inspection | 28–29 January 2014 |

Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. Almost all pupils speak English as their first language.
- The proportion of pupils who have support for special educational needs or disability is below average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is well below average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- Children in the early years receive part-time education in the Nursery. In Reception, they receive full-time education.
- The school holds an Investors in Pupils Award and a Music Mark Award.
- The school organises a breakfast club and a wide range of after-school activities.
- There have been significant changes in staffing since the previous inspection. Changes in middle leadership and the appointment of an additional assistant headteacher have taken place. The chair of the governing body has also changed since the previous inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Three observations were undertaken jointly with senior leaders.
- Inspectors spoke with a group of pupils about their learning and their safety in the school. Throughout the two days of the inspection, inspectors also spoke with pupils about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books with middle leaders.
- An inspector held meetings with the chair of the governing body and three other governors. Inspectors also held meetings with senior leaders and other staff. An inspector held a meeting with two representatives of the local authority.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors spoke with parents during the inspection and analysed 31 responses to the Ofsted online questionnaire for parents (Parent View). Inspectors also analysed a school questionnaire completed by parents.
- The lead inspector analysed the 88 responses given by pupils to the online questionnaire.
- Inspectors analysed 20 questionnaires completed by staff.
- During the second day of the inspection, an exchange visit occurred with a local school. Half the pupils in Year 3 visited their partner school and the other half were visited by the local school.

Inspection team

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| James McGrath, lead inspector | Ofsted Inspector |
| Susan Birch | Ofsted Inspector |
| Diane Reynard | Ofsted Inspector |

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