

Bradford Moor Community Primary School

Marchbank Road, Barkerend Road, Bradford, West Yorkshire, BD3 8QQ

Inspection dates 27–28 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils in each key stage make inadequate progress. Those who are disabled and those with special educational needs make the least progress.
- Standards in mathematics and English are low.
- Pupils make inadequate progress because the quality of teaching is not good enough and this has been the case for some time.
- Lessons fail to inspire pupils; they are not actively involved enough in their learning and so become uninterested and display poor working habits.
- The school has not dealt successfully with the areas for improvement identified in the previous inspection report.
- A new headteacher has recently been appointed but she has insufficient support because newly appointed senior staff are yet to take up their posts.
- The governing body has failed to check the work of the school or hold the leadership to account, for many years and this has contributed to its decline.
- Whilst the majority of staff appreciate the need for improvement some are finding the pace of change unsettling. Some of the school community are not content with the way in which the school is led. This feeling of discontent is not in the best interests of the pupils.

The school has the following strengths

- The leadership of the recently appointed headteacher is strong. Her evaluation of the school is accurate and is underpinned by high expectations of both pupils and staff. The actions she has specified are what is required if this school is to improve what it does for all pupils.
- On occasions where teaching is good, for example within Year 2, pupils are involved in their learning, concentrate well and this enhances progress.

Information about this inspection

- Inspectors observed 19 lessons taught by 17 teachers. Three of the observations were carried out alongside the headteacher. Together, inspectors looked at pupils' mathematics and writing books throughout the school and heard pupils from Years 1, 4 and 6 read.
- Meetings were held with the headteacher, middle leaders, the Chair of the Governing Body, the school improvement committee, representatives of the local authority and a small group of parents and pupils.
- Consideration was given to 23 responses from parents to the on-line questionnaire (Parent View) and questionnaires completed by 41 staff.
- Inspectors looked at a range of documentation including the school's self-evaluation, the school improvement plan, the school's data relating to the progress of pupils and reviews undertaken by the local authority in November 2012 and January 2013.

Inspection team

Christopher Keeler, Lead inspector	Her Majesty's Inspector
Carol Machell	Additional Inspector
Jean Tarry	Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a larger than average-sized primary school.
- Ninety-eight per cent of the pupils speak English as an additional language and are of Pakistani heritage.
- The school has a maintained nursery with 80 children enrolled and there are 62 children in the Reception classes.
- The proportion of pupils supported through school action is average whereas the percentage supported through school action plus or with a statement of special educational needs is higher than the national average.
- The proportion of pupils for whom the school receives the pupil premium, additional government funding for looked-after children, pupils known to be eligible for free school meals and those from service families, is higher than the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher took up her post in September 2012.
- Two teachers retired and three others left the school during the autumn term 2012.
- Governors are looking to appoint a special educational needs coordinator. This role is currently being undertaken by a local authority consultant.
- A deputy headteacher and an assistant headteacher have been appointed but will not take up their posts until the beginning of the summer term 2013.

What does the school need to do to improve further?

- Raise standards and improve the progress of all pupils in reading, writing and mathematics, particularly those who are disabled and those who have special educational needs, by improving the quality of teaching so that it is good or better by ensuring that:
 - teachers have a realistic and accurate understanding of what pupils are able to do and higher expectations of what pupils are capable of achieving
 - teachers use their understanding of what pupils can and cannot do to plan lessons that are well-matched to pupils' abilities with effective support and challenge as required
 - lessons are interesting and imaginative and involve pupils in their learning through active participation in tasks that are carefully designed to promote the development of their skills and understanding
 - further planned opportunities are provided for pupils to practise and apply their literacy and numeracy skills in other subjects
 - training is provided to support and develop teachers' subject knowledge and skills in teaching all aspects of literacy and numeracy.
- Improve the capacity of leaders at all levels to secure further improvement, by:
 - continuing to review, monitor and evaluate the curriculum in order to promote pupils' learning, particularly in reading, writing and mathematics

- ensuring that the incoming members of the senior leadership team are quickly assigned roles and responsibilities that will enable them to drive improvements and hold staff to account in relation to pupils' progress
- developing the skills of middle leaders so that they are better placed to check pupils' progress; help teachers to improve their practice; identify weaknesses in the curriculum; and lead on making improvements in their areas of responsibility
- taking action that will result in all staff sharing a common understanding of what the school is doing to raise achievement and working together to realise that objective
- developing the skills and ability of the governing body to check the work of the school and hold the school leadership to account.

Inspection judgements

The achievement of pupils is inadequate

- Pupils start school with skills that are much less developed than usual for their age. Outcomes at the end of the Early Years Foundation Stage have been falling in every area of learning over a three-year period. Attainment is particularly low in children's communication and social development, their knowledge and understanding of the world and early skills in reading and writing.
- By the end of Year 2 results in reading, writing and mathematics have also been falling over the past three years and are now significantly below average.
- By the end of Year 6 attainment in relation to all groups is well below age-related expectations in mathematics and reading. Standards in writing observed during the inspection were also well below those expected for the pupils' age throughout Key Stages 1 and 2.
- Pupils are making inadequate progress as they move through the school because the overall quality of teaching is not good enough. As a result, pupils are not being prepared well for the next stage in their education.
- Disabled pupils and those with special educational needs make the least progress because the quality of support is not good enough. There is a notable gap between the performance of these pupils and similar pupils nationally in reading, writing and mathematics.
- The pupil premium is being used to support those pupils eligible for free school meals that are underachieving. However, this support is ineffective as these pupils are also making inadequate progress. The gap in achievement in relation to other pupils nationally is not narrowing because the planning and support for these pupils is not good enough.
- The school is not on track to meet the government floor standards, particularly in mathematics.
- Since the arrival of the current headteacher, changes to the organisation of the teaching of literacy and numeracy have been introduced. Although it is early days, the inspection team found that there was some evidence to indicate that, as a result of these changes, some pupils are beginning to make better progress. The headteacher is correct in judging that much more work needs to be done to improve the quality of provision if achievement is to rise significantly.

The quality of teaching is inadequate

- The monitoring of teaching undertaken by school leaders, the recent reviews carried out by the local authority and lesson observations conducted during the inspection confirm that a significant amount of teaching over time is either inadequate or requires improvement.
- Teaching is generally weak in all key stages, but on some occasions teaching is good. This is when lessons are planned well and include stimulating activities that capture pupils' imagination and interest. In these lessons pupils are actively engaged in their learning and this enhances their progress. Unfortunately, consistently good teaching is not a feature of this school and this inhibits pupils' progress.
- Evidence from looking at the work in pupils' books indicates that teachers' assessments of what pupils can do are too generous, particularly in writing. This gives a misleading impression of standards to pupils and their parents.
- Expectations of what pupils are capable of achieving are too low. Work is not well-matched to pupils' abilities and they are not sufficiently challenged. This applies to all groups of pupils.
- Teachers are not sufficiently skilled in identifying when and why pupils find work either too difficult or too easy. They do not address these instances effectively enough through planning and, as a result, pupils make limited progress.
- Not enough thought goes into planning opportunities for pupils to practise and apply literacy and numeracy skills in other subjects. Where it does take place it is infrequent, lacks purpose and is poorly presented.

- Some teachers lack the level of subject knowledge, experience and confidence required to teach either literacy or numeracy effectively.

The behaviour and safety of pupils requires improvement

- Pupils' behaviour is usually good but in lessons when they find work too easy or too difficult they become restless and lose concentration.
- When pupils are not actively involved in their learning they lose interest and say that 'lessons are boring'. This negative attitude hinders effective learning.
- Pupils play well together, enjoy each other's company and say they feel safe. They move around school in an orderly fashion and are generally polite and respectful towards each other, adults and school visitors. When disputes arise between pupils they are confident that adults will intervene and deal with the situation in a fair and firm manner.
- Pupils take the view that bullying is not now a major feature of the school. Evidence shows that the number of bullying incidents has reduced significantly this year. This is because it is taken very seriously by school leaders. Pupils interviewed during the inspection referred to lessons about all forms of bullying, including texting, use of the internet, and racism and said that this has helped them to appreciate the seriousness of the issue.
- Attendance and punctuality have improved over the past year and are now broadly in line with the national average.

The leadership and management are inadequate

- The school has been in decline for the past few years. Achievement has fallen because measures taken to improve teaching and tackle the areas identified for improvement at the time of the previous inspection have not been successful.
- The headteacher is not responsible for the school's predicament as she has only been in post a short time. A minority of parents have expressed concern about pupils' progress and inspectors agree. The headteacher also shares the concerns of parents.
- As a result of accurate self-evaluation the headteacher has clearly identified weaknesses in leadership and management, teaching and the organisation of learning in respect of English and mathematics that need to be tackled as a matter of urgency if pupils' achievement is to be raised.
- The headteacher has introduced a number of strategies designed to secure improvements including monitoring and supporting the quality of teaching and reviewing the arrangements for teaching literacy and numeracy and she is right to do so. Pupils' progress is now carefully checked and meetings are held with teachers so that they are more accountable for pupils' work in lessons. Evidence suggests that, as a result, pupils are now beginning to make better progress but there is still a long way to go and more changes are required if pupils are to make up lost ground.
- All pupils, regardless of background or need, have access to the curriculum. The curriculum provides opportunities for pupils to develop their social, moral, spiritual and cultural understanding. But, because lessons do not make learning interesting or promote a sense of awe and wonder, further improvement is required.
- The procedures for checking teachers' performance have been reviewed by the headteacher. There is now a closer link between pupils' achievement, the quality of teaching and salary progression.
- A number of staff recognise the need to improve achievement but are unsettled by the pace of change. This is particularly the case where teachers lack experience, subject expertise and knowledge of the primary curriculum and this needs to be managed more carefully. At the same time, not all staff and governors are taking sufficient responsibility in ensuring that they also play a full and supportive role in bringing about the improvements that are necessary and this is not

good enough.

- Middle leaders, especially those with subject responsibilities have not been given sufficient opportunities in the past to fulfil their role and make a positive contribution to the school improvement process. This is changing and staff appreciate the support provided by the local authority, particularly in relation to English and mathematics.
- The capacity of the current senior leadership team to secure improvement is limited. This is because the school does not have staff in the key positions of deputy headteacher, assistant headteacher or special educational needs co-ordinator. Appointments have been made in relation to the deputy and assistant headteachers but these staff are not due to commence their duties until Easter 2013.
- The local authority has recently given targeted support to promote the teaching of literacy and numeracy and has assisted the governors by securing temporary management expertise from local schools. The recent reviews conducted by the local authority were timely, accurate and helpful.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- The school may not appoint newly qualified teachers.
- **The governance of the school:**
 - For too long the governing body has not monitored the quality of teaching and achievement effectively. Governors have relied too heavily on information given to them by the headteacher in the past and have not provided sufficient challenge and support to school leaders. This is one of the reasons why the quality of provision has declined. Not all members of the governing body appreciate the need to work as a team. This undermines the work of the school's leadership and other governors and has an unacceptable, adverse effect on the ability of leaders to bring about the changes required for the benefit of all pupils. The purpose of performance management has not been completely understood and staff with curriculum responsibilities have not been held to account effectively. The governing body is in the process of receiving guidance and training to improve its capacity to fulfil its role. Governors now have a clearer understanding of what needs to be done. A school improvement committee has been established and appears intent on asking much more challenging questions and monitoring the work of the school more carefully

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

Unique reference number	107197
Local authority	Bradford
Inspection number	412199

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	470
Appropriate authority	The governing body
Chair	Razwana Mahmood
Headteacher	Janet Relton
Date of previous school inspection	24 September 2009
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