

Lapage School and Nursery

Barkerend Road, Bradford, West Yorkshire, BD3 8QX

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Lapage is a school where every pupil matters. As a result they are extremely happy, feel safe and enjoy school.
- Pupils' progress is accelerating rapidly because of the headteacher's relentless and successful focus on raising standards. This has led to the eradication of previous underachievement and improving all aspects of the school's work, especially teaching.
- The youngest children settle quickly into school routines and thoroughly enjoy learning in a vibrant environment which enables them to make outstanding progress.
- All groups of pupils, including those supported through pupil premium, make good progress in both Key Stage 1 and Key Stage 2 so that by the end of Year 6 attainment is average
- Teaching is good and sometimes outstanding.
- The well above average proportion of pupils who speak English as an additional language and those who join the school partway through their education are well supported
- A caring and nurturing atmosphere pervades the school and contributes extremely well to pupils' good behaviour, safety and spiritual, moral, social and cultural development.
- Leadership and management, including the interim executive board, are successful at driving the school forward. They carefully check the quality of teaching, which has improved since the previous inspection. Any pupils who are falling behind are quickly identified and given the help they need to catch up.
- Attendance is average and improving

It is not yet an outstanding school because

- Teaching does not always offer enough challenge, and as a result, this occasionally slows the rate at which pupils make progress as they move through the school
- The marking of pupils' work, the guidance on how they can improve and the opportunities they have to respond to teachers' comments are not consistently good.
- Pupils are not always provided with sufficient opportunities to write extensively in subjects other than English.
- Teachers do not always insist on the highest standards of presentation in pupils' books and as a result their work is not always presented neatly.

Information about this inspection

- Inspectors observed 36 lessons of which two were joint observations with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 2 to Year 6, the Chair of the Interim Executive Board (IEB), the member of the IEB with responsibility for school improvement, senior and middle leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime.
- Discussions were also held with parents who brought their children to school and 12 parents who agreed to meet with the inspectors because the responses to the online questionnaire (Parent View) were too few to be meaningful.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

Inspection team

Anthony Kingston, Lead inspector	Additional Inspector
Jenny Firth	Additional Inspector
Claire Fisher	Additional Inspector
Fiona McNally	Additional Inspector

Full report

Information about this school

- Lapage is much larger than the average-sized primary school.
- Since the previous inspection the school has experienced considerable difficulties and changes in staffing.
- The very large majority of pupils come from minority ethnic backgrounds. The largest groups are represented by pupils of Pakistani and Bangladeshi heritage. The proportion of pupils in the early stages of learning English as an additional language is well above average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals, is above average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who join or leave the school other than at the usual time is above average.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.
- The school was previously inspected in April 2011. Prior to this inspection the school was receiving a high level of support from the local authority and the governing body had been replaced by an IEB to lead and manage the school. The local authority has now withdrawn the high level of support because it is of the opinion that the school has the capacity for sustained improvement. A new governing body has been appointed and will assume governance of the school in September 2013.

What does the school need to do to improve further?

- Raise pupils' attainment and increase the proportion of outstanding teaching by:
 - broadening the range of curriculum opportunities to enable pupils to engage in creative and extended writing across a range of subjects in addition to English
 - ensuring that there is always sufficient challenge for all pupils in all lessons and in all classes
 - ensuring that marking and feedback throughout the school is brought up to the level of the best, ensuring that it informs pupils of what they do well, what they need to do to further improve and provide time, opportunities and encouragement for pupils to respond to teachers' comments.
- Improve the presentation of pupils' work by:
 - making sure that there is a consistent style of handwriting adopted throughout the school
 - raising the expectations that teachers have of pupils to present their work neatly in all their writing activities across all subjects.

Inspection judgements

The achievement of pupils is good

- The overwhelming majority of children start school with skills that are well below those typically expected for their age. They make rapid progress throughout the Nursery and Reception classes because of outstanding teaching and the exciting range of well planned activities which take account of their individual needs. By the time they enter Year 1 attainment is slightly below average.
- At Key Stage 1 the rate at which pupils make progress is now increasing rapidly. Very high levels of underachievement have been eradicated. Scrutiny of pupils' work, hearing them read and lesson observations support the school's view that attainment is now broadly in line with the national average.
- Progress throughout Key Stage 2 varies. In lower Key Stage 2 progress is average. However, in upper Key Stage 2, particularly Year 6, the speed at which pupils make progress increases rapidly. This reflects the very high proportion of pupils who make good progress in reading, writing and mathematics. As a result pupils' attainment is average by the end of Key Stage 2. Taking account of their previous very low starting points at the end of Key Stage 1 this represents good progress overall.
- The high proportion of pupils who start school in the early stages of learning English as an additional language make rapid gains in their acquisition of the English language. This is because of the emphasis placed on speaking and listening and the effective support of teachers and teaching assistants.
- Reading is a priority throughout the school. The teaching of letters and sounds is extremely effective in developing early reading skills. As pupils move through the school they develop a love of reading. This was exemplified by one pupil who said, 'Like a dream they take me into another world.' Pupils tackle appropriately demanding books and show a mature understanding of the moral and ethical issues within them.
- The pupil-premium funding is used effectively to provide extra resources and additional support both in and outside the classroom. This is making a positive difference to the achievement of the pupils in receipt of this support so that they reach levels similar to those of their class mates. Hence, the attainment gap with other groups nationally is narrowing.
- Disabled pupils and those who have special educational needs make the same consistently good progress as other pupils across the school.
- Pupils are proud of their work but the quality of their presentation in some classes is untidy. This is because the school has not adopted a consistent style of handwriting and teachers do not always insist on the highest standards of presentation in pupils' books.

The quality of teaching is good

- Teaching has improved since the previous inspection.
- Recently appointed teachers have brought new strengths that have added to the overall quality of teaching. As a result teaching is improving rapidly with most being good and an increasing proportion now being outstanding in all parts of the school.
- Teachers have a good understanding of data relating to pupils' progress. They use assessment information well in planning lessons and generally plan suitable activities that are at the right level of difficulty for all abilities. However, in some classes, pupils are not always offered hard enough work to further increase the rate at which they make progress, nor are they provided with enough opportunities to engage in extended and creative writing activities across other subjects.
- In the best lessons pupils respond with eagerness and enthusiasm and soak up learning, especially when they are actively involved in lessons. For example, in a Key Stage 1 class and

consistently across Year 6, teachers and their teams of teaching assistants each focused on groups with different needs. Within minutes of entering the room each adult had pupils working enthusiastically on meaningful problem-solving activities which challenged their thinking. They questioned, challenged and consolidated the learning of each group without putting the learning of others on hold. This promoted good understanding and progress.

- Learning targets are agreed through discussions between pupils and their teachers. Pupils are clear about and talk knowledgeably of what they have to do to improve.
- Teachers and teaching assistants work in excellent partnership. Teaching assistants provide effective support to ensure the needs of disabled pupils, those who have special educational needs and those who join the school partway through their education are met. This underpins the good progress these pupils make.
- Marking and feedback across the school are regular and positive. In the best practice, pupils are informed of what they have done well, what they need to do to further improve, have opportunities to respond to teachers' comments and to correct their errors. This good practice is, however, not seen in every classroom.

The behaviour and safety of pupils are good

- The school places children at the centre of all it does. It provides a caring, supportive environment where all pupils behave well. Their good behaviour and attitudes impact positively on the school's warm, friendly atmosphere.
- Pupils respect each other's backgrounds and cultures and say that bullying is extremely rare. They are fully aware of the various forms of bullying, as it is often the subject of assemblies and class discussions.
- Relationships with staff are excellent. Pupils respond positively to the high expectations staff have of them, making a good contribution to the atmosphere of mutual respect and consideration for others. Pupils are keen to learn, show good attitudes to their work, listen intently, work hard and do not waste time.
- Pupils feel safe in school. They are confident in the support they receive when they have concerns and know how to respond to unsafe situations, such as the inherent dangers when working on the internet. They talk knowledgeably about different aspects of bullying but are insistent that occurrences are rare. Through highly personalised and effective programmes of support those pupils with behavioural or emotional difficulties learn how to control their own behaviour.
- The work of the community inclusion officer has been pivotal in enhancing communication between home and school. She has worked relentlessly to help parents resolve any difficulties which could adversely affect their child's performance at school and to improve pupils' attendance, which is now average and improving. A well-organised and fun breakfast club provides a growing number of pupils with a good start to the day.

The leadership and management are good

- The capable and uncompromising leadership by the headteacher has been key to the school's rapid improvement since the time of the previous inspection. With the support of the local authority he has made brave decisions and implemented many actions to bring this about. For example, following a period of considerable difficulties and changes in staffing, he has built a strong team which, along with members of the IEB, share an ambition to secure improvement.
- Leaders at all levels are effective. Their sharply focused checks on teaching and learning give staff clear guidance on how to improve, driving improvement forward by tackling weaknesses quickly and successfully through well-planned training for teachers, teaching assistants and support staff. Pupils' progress is checked carefully. Any underachievement is identified quickly and actions are taken to provide additional support. The school's leadership promotes and checks that all pupils have equal opportunities for success. It has put plans in place and carried

out a number of well-considered actions aimed at improving pupils' attainment. For example, additional income received by the school to support those pupils eligible for the pupil premium is used very effectively to accelerate the progress they make.

- The curriculum rightly focuses on the basic skills of reading, writing and mathematics while also making creative links between different subject areas. However, it provides insufficient time for pupils to write extensively and creatively across other subjects.
- The curriculum is enriched by many exciting and memorable activities such as residential visits, an exciting range of after-school activities and well-considered visits to, for example, Eden Camp which bring learning to life and fires up their imaginations.
- The school places strong emphasis on pupils' spiritual, moral, social and cultural development. For example, the programme of religious education and personal, social and health education helps pupils appreciate the multicultural society in Britain. This was exemplified by one pupil who said that, 'If everyone understood the faith of others there would be more tolerance in the world, making it a happier and more peaceful place.'
- Links with parents are exceptionally strong. Parents say that the school is very welcoming. One parent commented that, 'The school has broadened our horizons and raised our aspirations both for ourselves and our children.'

■ **The governance of the school:**

- Governance is good. Members of the IEB are well informed about the quality of teaching and have an excellent understanding of data. They use this to check on the school's progress and to hold leaders to account. Members ensure that finances are well managed and check the way in which the pupil-premium funding is spent. Members ensure that reviews of teachers' work are linked closely to the progress and attainment of all pupils, to the standards expected of teachers and to the pay scales that teachers are on. Safeguarding has a high priority and the IEB ensures that statutory requirements are met.

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	107211
Local authority	Bradford
Inspection number	405086

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	722
Appropriate authority	The governing body
Chair	Alan Jarvis
Headteacher	Wahid Zaman
Date of previous school inspection	11 April 2011
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