

Rainbow Primary School

189 Manningham Lane, Bradford, West Yorkshire, BD8 7HP

Inspection dates

12–13 February 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Pupils' achievement is good; they make good progress in literacy and numeracy from their various starting points. Attainment at the end of Year 2 in reading, writing and mathematics is above average.
- The rate of pupils' progress is accelerating. A high proportion of pupils have made rapid gains since joining the school.
- Behaviour and safety are good. Pupils really enjoy learning and get on with one another well. Parents are delighted with the progress their children are making.
- Teaching is good; lessons are lively, purposeful and fun. A good, 'well-balanced diet' of basic skills in literacy and numeracy, set within a broad range of creative subjects, and supported by activities and trips out of school, keeps pupils motivated.
- Leadership and management are good. The Executive Principal and vice-principal have wasted no time in making sure that teaching and learning for all pupils are good. They have successfully overcome major obstacles, including the delay in moving to new premises, while coping with a substantial increase in pupil numbers since September 2012.
- Senior leaders, managers and governors have already made good inroads into removing barriers to pupils' achievement. Pupil premium funding is being used very effectively to raise the attainment of those pupils with weak basic skills and a limited command of English.
- The system for checking teachers' performance is robust. Teachers' pay is directly linked to the attainment and progress of their pupils.
- Governance is strong. The trustees have a clear vision for driving the school forward and monitor the school's performance very closely.

It is not yet an outstanding school because

- The school cannot yet demonstrate a track record of maintaining good results over time as it only opened in September 2011.
- Middle leaders require more time to become effective in their new roles.
- Not enough teaching is outstanding.
- There is room for further development in how well the school meets the needs of disabled pupils, those with special educational needs and those pupils who are new to learning English.

Information about this inspection

- Inspectors observed 11 lessons, several for a full hour. All teachers were observed. Inspectors conducted a scrutiny of a sample of the work of pupils in each year group. They held interviews with the Executive Principal, the vice-principal, senior and middle leaders, the school's finance officer and with two of the trustees.
- There had been no response to the online survey Parent View. Accordingly, inspectors held a discussion with two groups of parents, totalling 20 in number. They also talked informally to other parents, members of staff and children during the course of the inspection. Inspectors listened to three groups of children reading and conducted interviews with these groups to gauge children's views about teaching, learning, behaviour and safety.
- Inspectors read information provided by the school, including the school's self-evaluation, pupil performance data and records on children's behaviour and progress, the subjects taught and improvement plans, governors' minutes and the school's central register of checks on staff. They discussed the school's systems for managing the performance of teachers and for monitoring the quality of teaching.

Inspection team

Honoree Gordon, Lead inspector

Her Majesty's Inspector

Stephen Fisher

Additional Inspector

Kath Halifax

Additional Inspector

Full report

Information about this school

- Rainbow Primary School is a free school for pupils aged from 5 to 11 years that opened in central Bradford in September 2011.
- The school is registered for up to 525 pupils but entry to the school is being phased. The school is currently smaller than the average-sized primary school. It started with 29 pupils and by the end of its first year there were 48 pupils on roll across Reception, Year 1 and Year 2. There are currently 121 pupils from Reception through to Year 4. Of these, 31 pupils are in the Reception class. As yet, there are no pupils of nursery age or in Years 5 and 6.
- Around one third of the pupils in school receive additional support from the pupil premium funding and this proportion is rising. This additional government funding is for those pupils known to be eligible for free school meals, in local authority care, or the children of service families.
- Around one fifth of pupils have special educational needs or are disabled pupils. This is a little above that found nationally. Of these, the proportions judged to be at school action or school action plus are broadly average. There are no pupils with a statement of special educational needs and no pupils who are looked after by the local authority.
- Most pupils live in the surrounding Manningham district but others travel from further afield in Bradford. Pupils come from a number of different minority ethnic groups and religious backgrounds. The majority of the pupils are of Pakistani heritage. Around one sixth of pupils speak English as an additional language; some are from Eastern Europe. A very small number of pupils are from Traveller families.
- There are more girls than boys; boys make up just under half of the school roll.
- The school is operating in temporary buildings which date from the Victorian era but which have been partially refurbished. All classrooms, including the Reception classroom, are on an upper (first) floor. Plans to move to a new, purpose-built school have been delayed. The new school is due to open in September 2013.
- The school is run by a board of trustees. The day-to-day running is in the hands of an Executive Principal who took up post in September 2012 and a vice-principal, who was previously the acting headteacher from 2011 to 2012. The board of trustees are opening a second Free School in Nottingham in September 2013. The Executive Principal is responsible for the running of this school also.

What does the school need to do to improve further?

- Ensure that the proportion of outstanding teaching continues to increase by:
 - making sure that pupils' speaking skills are promoted effectively from the earliest age
 - making efficient use of staff time in lessons so that the needs of all pupils are consistently met and they make rapid progress, particularly those who are new to learning English
 - routinely sharing best practice so that all teachers can learn from the best
 - improving the quality of teachers' marking so that pupils are clear about how to make progress
 - making certain that all teachers develop good questioning skills.
- Ensure that the new middle leaders have the skills they will need to be fully effective in driving improvement by:

- being clear about their roles and responsibilities
- extending the school's existing arrangements for checking the work of middle leaders, so that they are held directly to account for making improvements in the quality of teaching and pupils' progress.

■ Build on existing strategies to ensure that attendance continues to improve.

Inspection judgements

The achievement of pupils

is good

- Achievement in the Early Years Foundation Stage is good. When starting school in the Reception class, children's development is below that typically found at that age. They settle quickly due to the stimulating environment the school provides and make good early progress, particularly in their personal, social and emotional learning. They quickly develop strong learning habits, such as being able to explore, enjoy, express ideas, and work and play with other children and adults.
- Children in the Reception class achieve well. Although they do not all reach the level expected for their age by the end of the year, they are beginning to catch up to where they should be. They know initial letter sounds and higher-attaining pupils can read simple sentences. Relationships are good, but there is insufficient emphasis on developing children's speaking skills compared to other aspects of their development. There are two small classes totalling 31 pupils. Best use is not always made of staff time across both classes to support individual pupils. The school makes appropriate arrangements for the children's safety and well-being.
- Pupils' attainment in relation to national standards is above average in reading, writing and mathematics at age seven. Over half of the pupils gained the higher National Curriculum Level 3 in reading and mathematics and over one third did so in writing.
- Almost all pupils reached the expected standard in the Year 1 phonic screening test. This is better than the national picture and included the large majority of pupils supported through the pupil premium funding and those with additional learning needs. Pupils of Pakistani origin also did better than typically found.
- Inspection evidence from lesson observations and checks on pupils' work confirm that attainment is also good in Key Stage 2.
- The skills and knowledge pupils bring from other schools varies significantly. Pupils are making good progress with many now making rapid gains, as observed in lessons, notably in Years 2 and 3.
- Pupils make good progress because of the good quality teaching they receive and their excellent attitudes to learning. The school has high expectations of what pupils can do and sets ambitious targets for their progress. Pupils' learning is tracked closely and suitable support is provided for those who fall behind. Very occasionally, more could be done in lessons, through more efficient organisation or targeting of teachers' questions to move learning on for individual children.
- The majority of pupils with additional learning needs achieve well overall. Support for those pupils who are new to learning English, and for Traveller children, results in them also making good early gains. Provision for pupils in extra language sessions, in small groups and with support from staff who can translate, are proving beneficial. However, this kind of help is not yet extended sufficiently in the main lessons. There is not enough encouragement for pupils to speak at length and to have opportunities to extend their language skills through skilful teacher questioning. The school recognises the need to make sure this occurs, given the increasing number of pupils joining the school at different points during the year.
- Pupils read well and show a very keen interest in reading. The school places a high priority on this so that reading is taught well throughout the school.

The quality of teaching

is good

- Teaching is not yet outstanding but is almost invariably good.
- Teachers use a good range of different methods, including active, practical learning to capture and hold pupils' attention in lessons and to promote effective learning. Most lessons proceed at a good pace with high levels of challenge for pupils. Teachers regularly check what has been learnt and understood throughout the lesson. Pupils make good and often rapid progress in most lessons.
- Occasionally in lessons the pace of learning slows because time is not used effectively or the

balance between the work supervised by teachers and that supervised by assistants is not organised to best effect. Consequently, progress for a few pupils in these lessons is not as good as it should be.

- For the most part, lesson tasks are set at the right level, including for disabled pupils, those who have special educational needs and those who are new to learning English. Where appropriate, separate small groups are arranged specifically to encourage pupils to develop their early language skills. In the main lessons, however, sometimes opportunities to build on this work are being missed, such as checking pupils' understanding of new words. At times, some pupils receive more questioning from the teacher than others and so have more opportunities to show what they know, can do or say. Teachers need to extend these opportunities to all pupils.
- The teaching of literacy and reading is thorough, imaginatively delivered and highly effective. Almost all pupils quickly and securely acquire the skills they need in reading and writing. There is less obvious emphasis on the development of pupils' oral skills, yet this is an important part of pupils' personal development as it builds confidence and prepares them for the next steps in their learning.
- Mathematics is also taught well, and consequently pupils make good progress in acquiring these skills. However, pupils' presentation of work in mathematics is not always as good as it should be.
- Across subjects and year groups, the school's policy for marking is not implemented consistently well by all staff. Most comments on pupils' work give helpful pointers to as to how to improve, but this is not always systematically followed up to check that pupils see it through.

The behaviour and safety of pupils are good

- Behaviour in lessons and around school is good and in the best lessons, where pupils show exuberant interest, behaviour is excellent. The school's records show that behaviour over time is typically also good, reflecting well the school's high expectations of pupils' conduct. Pupils say that they feel safe and are well supported.
- Pupils' spiritual, moral, social and cultural education is strong and is given a high priority, in keeping with the trustees' vision. This is developing well across the age range currently in school. Pupils are kind to one another, respectful of differences, open and enthusiastic. They play and work together cooperatively.
- Visits out of school make a significant contribution to pupils' confidence and to their social and cultural development. Regular Saturday morning school sessions, summertime work, homework and breakfast clubs promote overall achievement further by providing suitable activities and an atmosphere that fosters continuous learning.
- As part of their plans for further improvement and growth, the school's leaders are aware of the need to seek further opportunities, as pupils move up through Key Stage 2, for pupils to demonstrate the personal qualities of independence and initiative that they will need before moving on to secondary school.
- The rewards system works well to encourage good behaviour. Pupils are keen to obtain certificates of merit that recognise their effort and progress. Parents and carers appreciate weekly reports on their children's work and behaviour. There have been no exclusions. Pupils understand the different forms that bullying can take and confirm, in agreement with parents and carers, that there is no bullying of any kind.
- Staff model well the behaviour they expect from pupils. They care for pupils effectively and supervise them appropriately in school. The school has ensured that pupils have a good awareness of risk, including helping them to understand how to use the internet safely.
- A very few parents mentioned occasional delays in the recent past with the flow of information provided regarding the specific needs of individual pupils. This has held up progress for a few pupils. The school is responding efficiently to these concerns by developing better procedures to share information and by ensuring that what it provides exactly matches the needs of these pupils.
- Pupils concentrate well over the long school day because the teaching is engaging. They

typically contribute well in lessons and usually take great care with the presentation of their work.

- Attendance is broadly average but improving, as pupils' enthusiasm for coming to school grows swiftly. The school is making all reasonable moves to encourage better attendance and is working closely with families to secure this.

The leadership and management

are good

- Leaders and managers are proving to be effective in providing pupils with a good education.
- Some aspects of the leadership of the school are outstanding. Senior managers and trustees together provide clear, strong strategic direction. As a result, much has been achieved in a short period of time. Standards are rising quickly because good and better teaching is securing strong gains in pupils' basic skills. Interventions, supported by pupil premium funding, are being used effectively to secure improvements for eligible pupils. Day-to-day management ensures that the relatively high number of pupils joining the school throughout the year settle quickly and make strong early gains in their learning, despite the limitations imposed by staying longer in temporary accommodation.
- Senior leaders and governors are forthright in holding teachers to account for pupils' progress. Performance reviews are exacting in monitoring how well teachers are meeting the needs of individual pupils, with teachers' pay rewards being securely linked to targets being met. Senior leaders monitor the quality of teaching closely and have organised an effective programme of professional training to meet teachers' identified needs. Middle leaders of literacy, numeracy and aspects such as special educational needs, despite making a good start, do not yet play a prominent enough role in checking standards in their areas of responsibility to ensure the pace of improvement can be securely maintained.
- The school's senior leaders and trustees have a robust and accurate view of the school's strengths and weaknesses. They have suitable plans for the school's further development and keep these to the fore, adjusting them where needed. The school has undoubtedly made a good start but there are a few aspects of its work still in the early stages of implementation, such as the new responsibilities given to middle leaders. There is scope for further improvement to be made over time.
- The school's leaders and trustees have built up a good relationship with the local authority so that the school is able to benefit from its support, particularly in developing teachers' skills in tracking pupils' progress and in making sure that pupils with additional learning needs are being supported effectively.
- The range of subjects taught is planned well to raise pupils' aspirations and extend their enjoyment of learning. A link has been forged with a school in a contrasting area of the city. This is helping to develop pupils' awareness and understanding of children from different backgrounds. Regular visits out of school to places of interest further afield, such as museums, the theatre and a zoo, together with activities such as horse-riding and archery have a noticeable benefit in opening the pupils' eyes and minds further to the world around them. These visits and experiences engender an excitement in learning. Pupils talked animatedly to inspectors about the animals and wildlife they had seen and knew the different countries these came from. The school's leaders very successfully harness the enthusiasm of the pupils, shaping their eagerness to learn.
- Parents praise the good communication with the school and the ways in which school and home work together. They commented very positively on the helpful workshops in reading and mathematics that are helping to equip them to support their children in reading and in doing their homework. Relationships within school and with families are a strength in supporting pupils' progress. Parents are regularly consulted and their views are taken into account by the school when decisions are being made. The school has, for example, introduced a choice of modern foreign languages and established a broad approach to developing pupils' knowledge of world religions and their understanding of other cultures. The school promotes equality of opportunity

well. The progress of groups and individual pupils is carefully monitored, with swift interventions for any pupil falling behind.

- The school's records and inspectors' observations show that pupils relate well to each other. The school's strategy of encouraging respect is proving successful, particularly in the way pupils from different minority ethnic backgrounds mix happily together. The school takes an active approach to this and parents who transfer their children into the school typically remark on the school's success in this aspect of its work.
- **The governance of the school:**
 - Governance is strong. Governors have a very clear vision for the school and work very effectively with the school's leaders to ensure that this is being implemented successfully. Accountability procedures are systematically organised, providing high levels of challenge to the school's leaders and close checking on pupils' progress. This ensures that the school's budget is not in deficit; that the appropriate financial checks have been carried out, and that pupil premium monies are being used directly to raise the achievement of pupils from the most deprived backgrounds. Governors know this money is being used successfully in driving improvements for these pupils. All statutory safeguarding 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	137320
Local authority	Bradford
Inspection number	400333

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

Type of school	Primary
School category	Non-maintained
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	The governing body
Chair	Amjad Pervez
Principal	Ayub Ismail
Date of previous school inspection	Not previously inspected
Telephone number	01274 296822
Fax number	01274 296823
Email address	info@rainbowschools.org.uk

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