

15 June 2011

Mrs S Benson  
Headteacher  
Reevy Hill Primary School  
Bedale Drive  
Buttershaw  
Bradford  
West Yorkshire  
BD6 3ST

Dear Mrs Benson,

### **Ofsted monitoring of Grade 3 schools: monitoring inspection of Reevy Hill Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 14 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the representatives of the governing body, the School Improvement Partner and the groups of pupils and staff who took time to speak with me.

As a result of the inspection on 28 September 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter. Since the last inspection, one teacher with management responsibilities has left the school and another will be leaving at the end of this term. The school has recently appointed three experienced new members of the governing body. The headteacher will be retiring this summer and the governing body has appointed a new headteacher to start in September. The school has managed a number of long-term absences.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and inadequate progress in demonstrating a better capacity for sustained improvement.

The most significant factor in this judgement is that pupils' attainment remains significantly below average and, despite small improvements for some groups of pupils, attainment and progress at the end of Key Stage 2 have not improved since 2010. The school's current information about the achievement of pupils in Year 5, indicates that a further decline in 2012 is likely.

School leaders have recently begun to put stronger systems in place for tracking the progress of pupils and taking a more robust approach in dealing with underperformance in teaching. However, they acknowledge that this has not had the required impact on achievement. Some groups of pupils are beginning to make better progress in English,

January 2011



INVESTOR IN PEOPLE

particularly where teaching is stronger and as a result of interventions, such as one-to-one tuition. However, attainment and progress in mathematics is recognised as a concern, particularly in Key Stage 2, where the majority of pupils are not making expected progress. Consequently, from their low starting points they are falling even further behind. This is because the quality of teaching is too variable with some that is inadequate. Too often, teachers spend time giving lengthy explanations and oral instructions rather than letting pupils engage more actively in learning. Where teaching is weaker there are some misconceptions in teachers' subject knowledge, limited questioning skills and insufficient match of work to pupils' learning needs.

Pupils say they are happy with the school and their behaviour has improved. The school has worked with partners and local advisers and more interesting and enjoyable activities to engage pupils are being developed. However, pupils' independence is still limited by teachers not being clear and succinct in their explanations. As a result, time and opportunities for pupils to explore and learn for themselves are often limited.

Subject leaders have written action plans to support the school development plan which identifies targets to improve standards. However, actions to bring about improvement do not focus sufficiently on the quality of teaching and its impact on learning. Consequently, their effectiveness in raising standards has been limited.

The governing body is aware of pupils' low attainment and progress and is keen to hold the school to account. The governing body has recently instigated a committee to focus on this issue and receives frequent reports on progress from school leaders. Senior leaders and the School Improvement Partner have identified where advice and guidance are needed and have brokered support for staff. Recent improvements to systems enable senior leaders to have a more secure view of the issues in pupils' underachievement and the quality of teaching and learning. However, actions to address underperformance and to improve the quality of teaching have not been timely and have not resulted in the necessary impact on raising attainment and progress. Consequently, the school's ability to demonstrate a better capacity to improve is limited. This has been exacerbated by staff absence and difficulties in recruiting additional middle leaders.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely,

Mr Adrian Guy  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place on 28 September 2009**

- Raise standards in mathematics by ensuring that:
  - teachers are able to promote the key ideas of mathematics in ways pupils can understand and absorb
  - the curriculum is fully relevant to pupils' needs
  - pupils are interested in mathematics and are confident with numbers, particularly when working mentally
  - the challenge provided for higher ability pupils enables them to achieve all that they can.
- Ensure that in all lessons pupils are given sufficient opportunities to be actively involved and to learn by doing things for themselves.
- Increase the capacity of teachers with management responsibilities to make a full contribution to school improvement.
- Increase the role governors play in evaluating the work of the school and the contribution they make to school development.