

Priestthorpe Primary School

Mornington Road, Bingley, West Yorkshire, BD16 4JS

Inspection dates 12–13 December 2012

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- As a result of some weak teaching over time, pupils have fallen behind in their work.
- The overall quality of teaching is still not good enough to enable pupils to catch up to where they should be.
- There is still too much inconsistency in teaching and the good and better practice that exists is not seen in all classes.
- Although it is improving, the achievement of pupils is not as good as it should be given the good start in the Early Years Foundation Stage.
- Even though school leaders and governors are ambitious for the school, an important area for improvement identified at the previous inspection - to accelerate pupils' progress between years 3 and 6 - has not been successfully tackled.

The school has the following strengths

- Some of the teaching is good or better and provides a basis upon which the school can build and move forward.
- Pupils behave well. They are treated with respect by staff. In return they are respectful to adults and each other. They have good attitudes to learning.
- The care and support given to pupils, including those who find aspects of school life difficult, is good.
- Staffing is now more stable.
- The school benefits from high-quality external support.
- The school is moving in the right direction. It is now showing the capacity to improve that has not been evident over the past couple of years.

Information about this inspection

- Inspectors observed 12 lessons. All teachers were observed at least once. One lesson was a joint observation with the headteacher.
- Work in pupils' books was analysed with the deputy headteacher.
- Inspectors visited small-group teaching sessions and an assembly, observed break times and lunchtimes and listened to pupils read.
- Discussions took place with pupils, governors, a local authority adviser, the school's consultant and school staff.
- Inspectors took account of 57 responses to the online questionnaire (Parent View) and the two letters received. They also had conversations with several parents.
- A number of documents were examined including information about pupils' progress and school improvement plans.
- Records relating to behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Henry Moreton, Lead inspector

Additional Inspector

Edward Price

Additional Inspector

Full report

Information about this school

- Priestthorpe School is an average-sized primary school. Since the previous inspection the number of pupils on roll has decreased.
- The proportion of disabled pupils and those with special educational needs supported at school action is smaller than that found in most schools. The proportion supported at school action plus or with a statement of special educational needs is also smaller than that found in most schools.
- Most pupils are White British and the proportion of pupils known to be eligible for the additional pupil premium is below average.
- There are marked differences in the profile of the different year groups. Overall, the proportion of pupils eligible for free school meals and the proportion of pupils with special educational needs have both fallen over the recent past.
- Priestthorpe Primary School meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school is housed in a Victorian building.

What does the school need to do to improve further?

- Eliminate the inconsistencies in the quality of teaching so that it is consistently good or better by:
 - sharing the existing good and better practice with all teachers
 - being flexible in all lessons to match tasks to the right level of difficulty for all pupils
 - extending the good practice seen in the marking of pupils' writing to mathematics
- Improve pupils' achievement by:
 - ensuring all teaching is good or better
 - providing training to develop all teachers' ability to teach the linking of letters to sounds
 - giving more attention to pupils' spelling.
- Improve leadership and management by:
 - ensuring all teachers use homework as a learning strategy
 - ensuring that the senior leaders and the governing body use all the tools at their disposal to communicate effectively with all parents
 - ensuring that checks on how well it is doing are rigorous and accurate
 - ensuring the information on the school's website meets all current requirements.

Inspection judgements

The achievement of pupils

requires improvement

- Many children start at Priestthorpe School with skills and knowledge broadly in line with those expected for their age. Their rate of progress as they move through the school is too slow.
- In the Nursery and Reception classes children develop positive attitudes towards school and are encouraged to do things for themselves. Attention to their early language, literacy and social skills is effective and children achieve well in these classes.
- In Key Stage 1 the good pace of learning usually continues and most pupils make steady progress in reading, writing and mathematics. Over time, the attainment of pupils on entry into Key Stage 2 has been above average.
- When pupils move into Key Stage 2 the pace of learning is now more consistent. This is an improvement over recent years when too many pupils did not make the progress in English and mathematics that they should.
- The school now does more to check how well pupils are doing and to see if different classes and groups are doing worse, or better, than others. These records show that progress in English and mathematics for all groups of pupils is improving.
- This pattern of improvement was seen by inspectors, but there is still some way to go to catch up to where pupils should be.
- Pupils' performance is better in mathematics than in English. Although pupils' reading is improving over time, it is not as good as their performance in writing. Even the more able older pupils are not using strategies to improve their spelling as they should.
- Over time, boys do not achieve as well as girls, but the progress boys make is much better now.
- Disabled pupils and those with special educational needs receive extra help and support, which means that the gap between their achievements and those of other pupils in the school is narrow.
- The school's use of the extra funding provided through the pupil premium is helping pupils supported in this way to make better progress. As a result, their progress and attainment are in line with others in the school.
- The nurture room offers a calm learning environment where a small number of younger pupils who find it difficult to cope in school are helped to behave well and to improve their attitudes to learning.
- Some parents do not think their children have made enough progress in school. Inspectors agree, but the evidence is that pupils' progress now is improving and is more as it should be.

The quality of teaching

requires improvement

- The quality of teaching over time has not been good enough and this is why pupils' progress has been too slow. There is still teaching that requires improvement.
- Many of the lessons observed in the course of the inspection had good or outstanding aspects. None of the teaching observed was judged to be inadequate but too much was still not good enough.
- Teaching in the Early Years Foundation Stage classes is better than it is in Key Stage 1 and Key Stage 2. As a result of good subject knowledge, regular assessment and effective team working, children in both the Nursery and Reception classes get off to a flying start. There is a good balance of adult-led activities and those children choose for themselves.
- The most effective learning takes place in well-organised, well-managed lessons, where teachers use their knowledge of pupils to adapt their teaching to make sure that pupils have to think hard. Pupils are given responsibility for their own learning, either as individuals, with partners or in groups. In the best lessons teachers have high expectations and the curriculum enthuses pupils. Girls and boys of all abilities do well in this environment.
- The least effective learning takes place when teachers do not adjust their lessons in response to

their observations of how well pupils are doing. This means that pupils continue to do work that is too easy or too hard and their progress slows. Also, some poor organisation means that pupils do not know what they have to do or have too little to do.

- The teaching of reading is inconsistent. Sometimes teachers use time well to ensure pupils have plenty of time to develop their learning, which is linked to other subjects and themes. At other times they are less secure in developing the strategies to teach pupils to read well.
- The school deploys its teaching assistants effectively to support individuals and groups of pupils in their learning, often to catch up on the basic skills of literacy and numeracy, and at other times to support their social and behavioural needs.
- Pupils have next step targets for improvement and they benefit from some detailed marking of their writing, but this is less helpful in mathematics. The new expectation that pupils respond in writing to teachers' marking is bearing fruit.
- Teachers do not pay enough attention to helping pupils learn how to spell.
- Pupils' speaking skills are developed well as they are encouraged to discuss their work with partners.
- Inspectors saw some good examples of extended writing. Some of the most effective lessons seen were when pupils were able to write at length in class because teachers had created a positive setting through the use of lighting and background music.
- While teachers use homework as a learning tool, its use is inconsistent across the school.

The behaviour and safety of pupils are good

- Pupils' behaviour and attitudes to learning make a positive contribution to their learning in lessons. Pupils behave well in the playground and especially around the school, which is not easy due to some narrow, and awkward to navigate, passageways.
- Pupils of all ages and abilities respond well when teachers ask them to do tasks. They have responsibilities and duties in school.
- Pupils' social and moral development is good and they have a say in what they experience at school. The members of the school council represent their peers well.
- Pupils recognise the differences between bullying and when they fall out with each other. They say that instances of bullying are rare and, if they do arise and are reported to adults, they are quickly sorted out. Some parents express concerns about the management of behaviour, but pupils say they feel safe and the older pupils say that behaviour has improved since they have been at school. Scrutiny of behavioural records and observations during the inspection confirm that behaviour is good.
- A number of pupils respond well to the good attention given to their social and emotional well-being through attendance in the nurture group.

The leadership and management require improvement

- School leaders have accelerated pupils' progress since the previous inspection but not fast enough. As a result, too many still do not achieve as well as they should given their good start in Nursery and Reception.
- School leaders check the quality of teaching. The lesson observations this term, independently verified by an external consultant, show that, while teaching is getting better, it still needs improvement. Inspectors agree.
- School leaders organise training and mentoring to help teachers improve their skills. There is improvement in pupils' learning as a result of this ongoing work.
- School leaders keep detailed records of pupils' progress and these help to identify any pupil, or groups of pupils, who have fallen, or who are in danger of falling, behind.
- The quality of learning is improving because school leaders are using the analysis of pupils' progress to give pupils of all abilities extra support, where it is needed, to help them make better

progress. This information is also helping them to place older pupils in groups so that teachers are in a position to plan work that is better matched to these pupils' abilities.

- The school's checks on how well it is doing currently are inaccurate because it fails to recognise that recent improvements are still fragile. Outcomes, as measured by pupils' achievements, have not been sustained over any length of time.
- School leaders, with the support of the local authority and the input from its external consultant, are demonstrating that they have the skills to improve the school so that it becomes a good school.
- School staff make a good job of working in an old building that is not always conducive to good learning.

■ **The governance of the school:**

- Governors ensure performance management arrangements are in place and linked to pay, and have taken steps to tackle some inadequate performance. However, they have not acted quickly enough to ensure that all pupils make the progress of which they are capable over time. Governors do not have an accurate view of the school's performance because they judge the school to be better than it is without having secure evidence. Governors ensure that the pupil premium funding is being used to support pupils for whom it is intended, including giving 1:1 support, and they monitor its impact. Arrangements to safeguard pupils meet current requirements. The school is not using its website to communicate all of the required information to parents. Efforts have been made to improve communications between home and school. Nevertheless, several parents express misgivings about aspects of the school's performance, including how well they are informed about their child's progress and how well the school responds to their concerns.

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	107257
Local authority	Bradford
Inspection number	400896

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	217
Appropriate authority	The governing body
Chair	Jo Cattrell
Headteacher	Kathryn Spragg
Date of previous school inspection	26 April 2010
Telephone number	01274 564879
Fax number	01274 774577
Email address	office@priestthorpe.org

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

