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Mr Dean Tombling
Headteacher
Knowleswood Primary School
Knowles Lane
Holmewood
Bradford
West Yorkshire
BD4 9AE

Dear Mr Tombling

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Knowleswood Primary School

Following my visit to your school on 18 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher and senior staff, subject leaders, governors, a group of pupils and a representative of the local authority. The school improvement plan was evaluated. A range of documentation was reviewed, including the tracking of pupils' progress, monitoring reports and records of lesson observations. In addition, the headteacher took the HMI on a tour of the school to look briefly at teaching and learning.

Context

Since the inspection the teacher with responsibility for literacy has resigned. As yet, no new appointment has been made to fill this vacancy.

Main findings

Following the section 5 inspection senior leaders and governors have responded positively and taken appropriate action to lay the foundations for improvements in pupils' learning and in accelerating their progress. Immediate action has been taken to strengthen provision and tighten procedures. The senior leadership team has been extended; roles and responsibilities are clearer; systems to check on the quality of teaching have improved with planned programmes in place for lesson observations, work scrutiny and discussions with pupils. In addition, there are regular reviews of how pupils are achieving and staff are held to account for the progress their pupils are making. As a result, the school is in a stronger position to judge how well pupils are achieving and plan appropriate support.

Senior leaders are not complacent and correctly recognise that the next step is to seek further clarification with teachers on what constitutes effective practice in pupils' learning.

The school improvement plan reflects the areas of priority and provides a clear direction for the school. However, some of the targets within the plan are not as sharp as they could be because it is not always clear how planned action will be measured and evaluated. This makes it difficult for leaders and governors to judge how well the school is improving over-time.

Governance is becoming sharper-edged. Governors are committed to see the school improve. They are aware of the reasons why the school is not yet good and understand what is being done to improve the school. They are increasing their confidence to act as a critical friend and hold senior leaders to account.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- fine-tune measurable success criteria in the school improvement plan.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The support for the school from the local authority is well tailored to the school's most pressing priorities and is helping to improve the quality of teaching, raise pupils' achievement and strengthen leadership.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bradford.

Yours sincerely

Steve Isherwood
Her Majesty's Inspector