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7 June 2013

Mrs J Bradley  
Headteacher  
Reevy Hill Primary School  
Bedale Drive  
Buttershaw  
Bradford  
West Yorkshire  
BD6 3ST

Dear Mrs Bradley

### **Serious weaknesses first monitoring inspection of Reevy Hill Primary School**

Following my visit to your school on 6 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in March 2013. It was carried out under section 8 of the Education Act 2005.

### **Evidence**

During this inspection, meetings were held with the headteacher and deputy headteacher, the Chair and one other member of the Governing Body and the primary improvement partner from the local authority. The local authority's statement of action and the school's action plan were evaluated.

### **Context**

The headteacher has been in post since September 2011. The newly appointed deputy headteacher has been in post since the beginning of this term. Since the inspection, which judged the school to have serious weaknesses, there have been no changes to the number of teaching staff in the school. There have been some appointments of new staff for September to replace those teachers leaving the school at the end of this term.

## **The quality of leadership in and management of the school**

The leaders of the school have responded positively to the judgment of serious weaknesses. The need for consistency has been recognised by leaders to be a recurring theme in a range of issues where improvement is needed. The drive for consistency includes quality of teaching, assessment practice, accuracy of assessment and its impact on teaching. On each of these issues leaders are involving staff in evaluating the consistency of provision and practice. Leaders are holding progress meetings with all teachers which are minuted. The minutes identify areas for improvement and development and teachers use these to monitor their own progress.

In support of these initiatives the school has a new school pupil tracker system which is to be implemented in September. Training on its use is being undertaken before the end of this term. There is a new marking and feedback policy where consistency of use is being monitored through a weekly scrutiny by leaders. The policy was launched at a whole-school training event at which the work and books of all pupils were scrutinised by all staff so they could see for themselves the inappropriate variation in practice and standards. A new raising teaching strategy is involving teachers in self-evaluation on a half-termly basis with outcomes corroborated by leaders on a termly basis. There is a new presentation policy to bring consistently higher standards across the work of teachers and pupils. A new behaviour policy has been introduced in consultation with all staff, pupils and parents. Parents were canvassed for their views on behaviour and the school is moving towards the introduction of a home-school agreement. Parental involvement is being encouraged in a number of ways.

The improvement planning of the school is appropriately detailed and clearly structured to address the points for improvement set out in the report. Effective collaboration with the local authority's primary improvement partner has resulted in coherent and coordinated planning. For example, school leaders and the primary improvement partner worked jointly on success criteria to be used in evaluating improvement. The local authority statement of action clearly sets out the decisions made and offers a rationale for those decisions. The local authority action plan also addresses all points for improvement in the inspection report.

In the school's action plan an audit of the governing body was planned for May. This audit has not taken place but has been rearranged for the near future. It is planned to have induction training for the new governors but there is no training plan that includes longer-serving members. There have been several recent changes to the governing body including the appointment of a new Chair last term. One positive outcome of the changes is an improved attendance rate of governors at meetings and a resolve to provide more effective challenge and support to school leaders.

Evidence of improved challenge and support is seen in the minutes of governing body meetings.

Following the monitoring inspection the following judgements were made:

The school's action plan is fit for purpose.

The local authority's statement of action is fit for purpose.

I am copying this letter to the Secretary of State, the Chair of the Governing Body, the Strategic Director – Children’s Services, Bradford. This letter will be published on the Ofsted website.

Yours sincerely

Ian Richardson

**Additional Inspector**