

Riddlesden St Mary's CofE (A) Primary and Nursery School

Grange Road, Riddlesden, Keighley, West Yorkshire, BD20 5AB

Inspection dates 19–20 March 2014

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

- Pupils do not make consistently good progress from their starting points in reading, writing and mathematics, because the quality of teaching is not always good.
- Work and activities provided for pupils do not always build on what pupils already know. This is because assessment information is not used to pitch work at the right level for pupils.
- Teachers do not check that pupils follow the good advice that they provide when marking pupils' work.
- Teaching assistants are not always effectively deployed.
- The work in some pupils' books is untidy and of a minimal amount.
- Not all pupils behave as well as they might.
- The good practice seen across the school is not shared between all staff.
- The skills of middle leaders are underdeveloped and, as a result, not all impact effectively on their areas of responsibility.
- Targets set for teachers are not closely matched to the progress of pupils in their class.
- The impact of actions put into place by school leaders, including the governors, is not rigorously checked and as a result teaching and pupils' progress are not improving quickly enough.

The school has the following strengths

- There are examples of good and outstanding teaching in the school, especially in Years 5 and 6.
- With the help of the local authority and the deputy headteacher, teaching and learning in the Early Years Foundation Stage has improved.
- Pupils feel safe and are taught how to keep themselves safe.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- The curriculum includes a range of additional activities which add variety and enjoyment to pupils' learning.

Information about this inspection

- The inspectors observed 23 parts of lessons, one jointly with the headteacher, and another with the deputy headteacher, sessions taken by teaching assistants, and listened to pupils reading.
- Meetings were held with groups of pupils, school staff, members of the governing body, and a representative of the local authority. Informal conversations took place between an inspector and parents.
- There were too few responses to the on-line questionnaire (Parent View) for inspectors to review. Inspectors considered 18 responses to a staff questionnaire.
- A range of documents were considered by inspectors, including the school's analysis of how well it is doing, the school development plan, information about pupils' progress, checks on the quality of teaching, minutes of governing body meetings, and records relating to attendance and safeguarding. Inspectors also examined work in pupils' books.

Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- This school is larger than most primary schools.
- The proportion of pupils eligible for the pupil premium is slightly above average. The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families, and those children who are looked after by the local authority.
- Most pupils are from an Asian heritage and speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational need is similar to the national average.
- The school has had extensive building work completed to accommodate the increase in numbers of pupils as it moves to a two-form entry school.
- Over the past two years, there have been a number of staff changes including the appointment of a new deputy headteacher. Furthermore, the school has relied heavily on agency staff to cover staff absence.
- The school is supported by a National Leader of Education from Ryecroft Primary Academy.
- The school does not meet the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning, especially in Years 1 to 4, in order to raise standards and ensure pupils behave consistently well by making sure that all teachers:
 - use all available assessment information to help them provide activities for pupils that build on prior knowledge and understanding and take learning forward
 - check that pupils follow the advice given after marking of their work and correct and edit their work so that they learn how to improve it
 - effectively deploy teaching assistants to support pupils' learning
 - have high expectations and insist that pupils complete enough work of a high quality
 - share the good and outstanding practice that exists at the school.
- Improve the effectiveness of leadership and management, including governance by:
 - building the skills of middle leaders so that they are more effective in their areas of responsibility
 - making sure that targets set for teachers are closely linked to the progress of pupils in their class
 - rigorously checking that actions taken are having a positive impact on standards, including the achievement of pupils' and the quality of teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Since 2011, test results show that standards at the end of Year 6 and Year 2 vary between well-below and below average in reading, writing and mathematics. From their individual starting points, the progress made by pupils is not always good enough. As a result, achievement requires improvement.
- Key Stage 2 results dipped to below floor standards in 2013. However, this is untypical and, in part, is linked to changes in staffing for this cohort. The targets set for Year 6 pupils and work seen in pupils' books confirms that pupils' achievement has improved this year.
- School data and inspectors' observations show that in reading, writing and mathematics most pupils currently in school make expected progress but too few pupils do better than this. The standard of work accepted by teachers varies between classes in Key Stage 1 and lower Key Stage 2. Some teachers accept work that is of a poorer quality and less quantity from some pupils and consequently they do not always make the progress that they could.
- Children start school in the Early Years Foundation Stage with skills and knowledge well below those typical for their age and make the progress expected of them. However, due to the recently improved teaching and provision children in the Reception class are now being well prepared to join Year 1.
- The results achieved by pupils in the phonics screening check in Year 1 (how well pupils match letters with the sounds that they make) improved this year and the proportion of pupils meeting the expected standard is now similar to the national average. All pupils read daily and the wide range of books available in school means that there is something for everyone to enjoy.
- School leaders have rightly recognised that the teaching of mathematics needed to improve. They have put strategies in place, such as teaching pupils in ability sets, but this was not successful. Staff have participated in training and systems have recently changed. However, despite some improvement as confirmed by work seen in pupils' books, these systems have not been in place long enough to have had a full impact on standards.
- Changes, especially the more precise tracking of progress and focused support are showing benefits and the most able pupils in Year 5 and Year 6 are making better progress than other groups of pupils in school. Overall, however, the achievement of the most able pupils requires improvement.
- The school provides support for pupils who speak English as an additional language, disabled pupils and those with special educational needs. The impact of this support is not checked closely enough and so the progress that these pupils make varies between classes and overall requires improvement.
- In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals was over one year ahead of other Year 6 pupils in reading and writing and just below one year ahead of other pupils in mathematics. However, current data show that the progress of eligible pupils in other year groups is variable and gaps are not always closing as younger pupils move up through the school. Consequently, the promotion of equal opportunities is not yet fully effective.

The quality of teaching

requires improvement

- Teaching requires improvement because pupils do not learn quickly enough in some classes. Staff do not always take enough account of how well pupils have already achieved and sometimes give all pupils the same task. Furthermore, they do not always check pupils' understanding during the lesson to support pupils who need extra help. Neither do they always set a further challenge for others, particularly the most able, of whom expectations are not high enough.
- Some teaching assistants are well deployed and make a strong contribution to pupils' learning. For example, when they work with small groups such as the Year 6 higher ability mathematics

group. However, their talents are not so effectively used at the start of lessons and they sometimes work too closely with one pupil and miss opportunities to help others.

- Pupils' work is marked regularly. The school has introduced systems aimed at helping pupils to improve their work. However, some teachers do not check that pupils respond to their comments and correct and edit their work so that they can learn from their mistakes.
- Due to the recent support from the local authority and the deputy headteacher children in the Early Years Foundation Stage benefit from the imaginative, well-resourced indoor and outdoor environment. Staff use skilled questioning to encourage children to talk and discuss their activities and interests. For example, Reception class children had great fun planning their rocket journey to the moon.
- Pupils enjoy working in groups, sharing ideas and learning from each other. For example, Year 6 pupils worked enthusiastically together in small groups developing their own questions about a selection of timetables. They found that this really helped them to understand how to read timetables and digital times.
- Good relationships and the use of praise and encouragement are strong features that promote learning and most pupils are keen to do well. They say teachers make activities interesting and help them to learn.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. In some lessons a few pupils do not always show interest in what they are learning because the work is too easy or too hard for them. This can lead to distracted fidgeting and slows the rate of progress.
- Around the school most pupils are polite and respectful towards each other and the adults around them. In some classes pupils respond very quickly to staff instructions and requests allowing lessons to flow smoothly without interruption.
- The school councillors are pleased that they are able to organise fund-raising events to buy equipment for school and donate money to charity. Pupils raised money to pay for a trip to Filey by working as teachers' assistants.
- The eco-councillors have organised improvements to the school environment and been involved in developing the nurture and heritage trail.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe at school and are helped by the school to know how to keep themselves safe. For example, pupils in Year 4 all attend a water safety talk before they start their swimming lessons in Year 5 and posters around the school remind pupils about Internet safety.
- Pupils know about different types of bullying and the difference between bullying and falling out. Most pupils are sure that there is no bullying at St Mary's and all pupils who spoke to inspectors were confident that adults would sort it out if it did take place.
- The primary school sport funding is used to pay for expert sports coaches and a health mentor to work with pupils and staff. More pupils are now taking part in sporting activities to help them stay healthy and promote well-being.
- Attendance is improving and is now broadly average.

The leadership and management

requires improvement

- Leadership and management require improvement. This is because school leaders have not made sure that all improvements recommended at the last inspection have been successfully implemented. What is more, they have not yet been able to establish consistently good teaching and pupils' progress across all year groups. Though school leaders are now working closely with the local authority and a National Leader of Education to address this, the school is not as effective as it was at the last inspection and it is not improving quickly enough.
- Some middle leadership roles have recently been reorganised. However, whether new to the role

or not, middle leaders are not yet involved enough in checking on the progress of groups of pupils and taking action to accelerate achievement in their area of responsibility.

- School leaders recognise that standards need to improve and the long-established headteacher has appointed a new deputy headteacher who has the skill and determination to work alongside her to improve standards. Following the decline in achievement at the last national tests school leaders requested assistance from the local authority. They are now very well supported and are also benefiting from the expertise of a National Leader of Education and a consultant. Together, they have already made a positive difference in the Early Years Foundation Stage, where children are now making better progress than they did previously.
- Teachers' targets are not linked closely enough to the achievement of pupils in their class to steer rapid improvement in pupils' progress.
- Teachers' performance is now more regularly checked by the deputy headteacher who makes sure that staff attend training that matches the school's priorities. The good practice that currently exists in the school is not fully exploited and further training and advice is needed to ensure consistency between classes.
- The school's managers, led by the deputy headteacher, have introduced a system that clearly identifies the progress that pupils are making. There is a range of support in place to improve the quality of teaching and to help pupils get back on track. However, the impact of this support is not yet closely checked to confirm that it is having a positive impact on teaching and learning. Overall, however, the improvements that have already taken place, such as the better quality of teaching in the Early Years Foundation Stage and in Years 5 and 6 have been driven by more energetic leadership and indicate that the school has the capacity to improve further.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils take part in many after-school activities, a range of trips including a visit to France, and work with artists to produce wonderful pieces, such as the Wind in the Willows wall hanging. All of these exciting aspects enrich the curriculum and add to pupils' experiences.
- Parents who spoke with inspectors said that staff are very approachable and that they are happy with the school.
- Statutory duties, including financial and safeguarding requirements, are fulfilled.
- **The governance of the school:**
 - The governing body is highly committed to the school and has helped to steer the school through an unsettled time. Governors ask questions to help them know the school but the level of challenge that they provide has not been enough to secure improvements in standards. They attend training that helps them carry out their duties including understanding pupil performance data. Governors know that the quality of teaching is not yet consistently good and that salary progression must depend on how effective teachers are. Governors know how the pupil premium funding is used. However, their knowledge of the difference it is making to eligible pupils currently in school is underdeveloped.

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	107340
Local authority	Bradford
Inspection number	431759

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Fay Briggs
Headteacher	Eileen Jackson
Date of previous school inspection	7 December 2010
Telephone number	01535 210002
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