

# Addingham Primary School

Bolton Road, Addingham, Ilkley, LS29 0NR

**Inspection dates** 2–3 April 2014

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

## Summary of key findings for parents and pupils

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

- Pupils' progress from their individual starting points varies too greatly across the whole school. Not all pupils achieve well, particularly in writing.
- Not enough pupils attain the higher levels, especially in writing, at the end of both Key Stage 1 and 2.
- Expectations of what the most able pupils can achieve are not always sufficiently high. This stops them learning consistently well.
- Work is sometimes too easy for pupils because their tasks are not adjusted as they work to ensure they are always learning as well as they can.
- Pupils do not always have enough time to respond to teachers' marking.
- Pupils do not have enough opportunities to write at length particularly outside their English lessons.
- Pupils in the Reception class have too few opportunities to extend their early writing and number skills when learning in the outdoor areas.

### The school has the following strengths

- The new determined headteacher has set high expectations. Working in strong partnership with a changed leadership team, governing body and staff plans for improvement are in place. Actions are starting to move the school forward.
- The quality of teaching is now improving and achievement is more rapid.
- Progress and attainment in mathematics have improved since the previous inspection and are now good.
- The school provides a rich and vibrant curriculum with many opportunities in and out of lessons to be creative, active and sporting.
- Pupils behave well. They are polite, courteous and very respectful of teachers and pupils alike; they feel safe, secure and are well cared for. Attendance is above average.
- Through strong partnerships, pupils have developed a good understanding of spiritual, moral, social, and cultural issues across their wider community.

## Information about this inspection

- The inspectors observed teaching in 13 lessons or parts of lessons. Two observations and a separate scrutiny of pupils’ work were undertaken jointly with the headteacher.
- Discussions took place with the headteacher and assistant headteachers, five members of the governing body, including the chair, pupils, members of staff and parents. Discussions also took place with a member of the local authority’s advisory staff and with the headteacher of a local primary school working in partnership with Addingham Primary.
- Pupils were heard reading and observations were made of the teaching of reading.
- The inspectors sampled pupils’ work in different year groups, examined records of pupils’ progress and read the school’s development plan. A range of other documentation was examined, including policies, practice and procedures that relate to safeguarding.
- The inspectors considered the 94 responses from parents on Parent View, the Ofsted online parental questionnaire.
- Information was gathered from the school’s website and 24 staff questionnaire.

## Inspection team

Mark Colley, Lead inspector

Additional Inspector

Angela Shaw

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school and the number of pupils on roll has been declining in recent years.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is below average as is the proportion of pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- A below-average proportion of pupils are eligible for the pupil premium. This is extra funding from the government for pupils in local authority care, those known to be eligible for free school meals and children of families in the services.
- The school meets the government's current floor standard for primary schools, which is the minimum expectation for pupils' attainment and progress.
- The school has experienced significant changes in staffing since the last inspection. The headteacher has been in post for less than five terms and the two new assistant headteachers and many middle leaders are new to post this year.

### What does the school need to do to improve further?

- Improve the quality of teaching and increase the rate of progress made by pupils by making sure that:
  - expectations of what pupils can achieve are always sufficiently high and tasks are adjusted as pupils work to increase their learning
  - the most able pupils always have work that is hard enough so that more of them attain the higher levels at the end of Year 2 and Year 6, particularly in writing
  - pupils have more opportunity to write in-depth both in English lessons and other areas of the curriculum
  - pupils are given the time and support to address the comments made in the written feedback from teachers
  - resources and activities to promote early writing and number skills outdoors in Early Years Foundation Stage match the good quality of those found within the classroom.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Up until 2013, the progress made by pupils across school was too variable. Progress was below average in reading and writing and too few attained the higher levels. However, significant changes have taken place over the last year leading to improvements in teaching and pupils' progress. Achievement therefore is improving but requires improvement to ensure all pupils make as much progress as possible.
- The progress of the most able pupils requires improvement because they do not always receive work that is challenging enough. Expectations are not high enough for them to make good progress in English and particularly in writing. Current information from checks on pupils' work suggests this is improving because the headteacher has raised expectations for all pupils.
- Children enter Reception with skills generally in line with the expected level of development for their age. Most children make the progress expected of them although progress varies across areas with physical development of boys being slower. Children's development in writing and number is not as strong outdoors because resources and activities lack the detail and structure of those used in the classroom. This slows their learning and progress in these areas although overall children reach the level expected for their age when they start in Year 1.
- Most pupils make the progress expected of them from Year 1 to Year 6. Attainment at the end of Key Stage 1 is average although stronger in mathematics than in reading and writing. Pupils now benefit from the more effective teaching of phonics (the sounds that letters make) and use their developing skills to read unfamiliar words. The proportion of Year 1 pupils who reached the required standard in the national phonics screening check increased in 2013 and was above average.
- Attainment at the end of Year 6 is above average in mathematics. In writing, attainment is in line with the national average. Although pupils achieved well in the grammar, punctuation and spelling test in 2013, they often lack the confidence to apply their writing skills in longer pieces of written work.
- Attainment in reading is in line with the national average. Pupils value the many opportunities they have to read on their own and with adults in class. They spoke with enthusiasm about a range of authors and their enjoyment of reading, although not all tackle a harder text with confidence and the most able do not always reach the higher levels.
- Achievement in mathematics has improved since the previous inspection. Attainment at the end of Year 6 is above average, pupils make good progress and more reach the higher levels than found nationally. Many pupils confidently apply their skills to solve problems.
- Pupils who have disabilities or special educational needs and the few who are learning English as an additional language make good progress because they have regular tuition in small groups.
- The majority of pupils entitled to the pupil premium currently make good progress. This includes pupils who are known to be eligible for free school meals. There were too few of these pupils in the 2013 Year 6 cohort to compare their attainment with others in school or with the national picture.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it has not promoted consistently good progress, especially in writing. Although teaching is improving as a result of raised expectations from senior leaders, this is not yet consistent in all years and subjects.
- Pupils' progress sometimes slows because expectations are not always high enough and work does not stretch pupils sufficiently. This is especially the case for the most able pupils who do not have enough chances to deepen their learning and move on to harder work.
- Pupils are not encouraged enough to write at length across many areas of the curriculum and for some most able pupils, this is restricting their opportunity to fully extend their literacy skills.

- Assessment information is being used more effectively but sometimes not enough attention is given to pupils' progress when they are working. This sometimes results in work not being adjusted to match the pupils' needs and ensure they learn as much as possible.
- Teaching is inconsistent in the Early Years Foundation Stage. In class, exciting activities capture children's imagination. Children are given many prompts and opportunities to extend their writing and early number skills. This leads to good development. However, learning is less effective outdoors and resources and activities do not always absorb children's interest and they make less progress.
- Marking often gives pupils regular advice on how to make their work better and provide opportunities for them to read teachers' comments. Occasionally, pupils' attention is drawn to these comments and time is allocated to address issues. This is not yet consistent across all classrooms.
- Learning is effective when tasks build well on pupils' prior knowledge and understanding. In Year 4 questioning effectively extended pupils' concepts around the use of metaphors and similes. Pupils tried hard and supported one another's learning well with extra help provided to clarify any misunderstanding.
- The teaching of children's early reading has improved. Leaders have introduced a more structured reading programme across school and pupils have numerous opportunities to read with adults and in small groups.
- The skills of the classroom assistants are used well to support those who may be struggling, particularly disabled pupils and those who have special educational needs. They ensure that these pupils' confidence grows as they tackle the tasks they are set.
- Teachers have good relationship with pupils and manage them well. They provide pleasant, ordered working classrooms.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Their attitudes to learning are good as a result of the strong relationships established by teachers and other adults in the classroom. Pupils want to live up to their teachers' expectations both in class and around school.
- Pupils usually listen attentively to their teachers and the teaching assistants and enjoy the regular opportunities provided for them to work together in small groups. Occasionally, when learning slows because the work is too easy, pupils become distracted and lose concentration and focus.
- Pupils say that, very occasionally, bullying occurs but they know who to talk to about it and they say that it is always dealt with quickly. They know about different types of bullying, including cyber-bullying. They know how to keep themselves safe; for example when using the internet. They realise that discrimination is not tolerated.
- The school's work to keep pupils safe and secure is good.
- All parents who completed Parent View, the school's own surveys of parents' views as well as those who spoke to inspectors are of the opinion that their children are safe and well cared for. Teachers and pupils are of this view as are inspectors. The school's behaviour logs reveal that over time incidents of bad behaviour are rare.
- Attendance is above the national average and improving because of the rigorous checks made by leaders. Exclusions since the last inspection have been rare because behaviour management is effective.

### **The leadership and management** are good

- The relatively newly formed senior leadership team and governors have raised expectations around school. In a short time they have made many changes which have led to better teaching which in turn is starting to improve pupils' progress. Although it is too early to see the sustained impact on achievement for all, there have been notable successes, such as the improved

teaching of phonics and increased attendance.

- Discussions with leaders show an accurate picture of the way ahead. They are aware more needs to be done and have put in place practical and clear actions linked closely to raising the quality of teaching and achievement. Success is clear in the good progress pupils now make in mathematics.
- In the past year and a half the school has seen significant changes in staff. This has meant many middle leaders are new to their roles. These new leaders have made a good start to establishing their role and have promptly gleaned a clear view about aspects that need attention in their subjects and areas of responsibility. It is too early to evaluate their full impact in subject areas outside English and mathematics.
- The checking on teaching is now rigorous. Weaker aspects from the past have been eradicated and staff are provided with guidance about how to reach the high expectations that are now required in school. A few issues still remain that have not been fully resolved.
- All teachers have clear targets closely linked to the school's priorities as expressed in the development plan. Checks are made to see that teachers are on track to achieve these performance targets and salary awards are linked to success. Teachers are well trained and appreciate the opportunities to share best practice within the school and through their partnership with Ben Rhydding a local primary school.
- The improved checking on pupils' progress has been pivotal to the rising attainment. When it is identified a pupil is falling below help is provided. This is improving the promotion of equal opportunities for pupils although as yet the most able are not consistently making good progress.
- Leaders work very effectively to offer a good curriculum and promote pupils' spiritual, moral, social and cultural development. Pupils work exceptionally well together in class and enjoy, for example, performing in their Learn to Rock lessons and Drama Club. Pupils are able to develop an understanding of different faiths and cultures through their involvement in Bradford's Linking Schools Partnership where pupils play and learn with peers from more culturally diverse inner-city schools.
- The additional government sport funding has been used well to improve teachers' skills by engaging a specialist Health Mentor to help them teach better physical education lessons. Additional clubs during and after school along with sports leagues in partnership with Ilkley Grammar school have increased pupils' involvement in sports.
- The local authority provides effective support for the school in promoting purposeful partnerships and this is helping to improve teaching and raise achievement.
- Staff and parents are overwhelmingly supportive of the school and in their appreciation of the efforts of the new leadership team to further improve it.
- Safeguarding procedures are followed closely and meet requirements.
- **The governance of the school:**
  - Although many governors are relatively new to their post they have quickly gained a good understanding of the strengths of the school and what it needs to do to further improve. They review data on pupils' progress and are aware, for example, that standards are improving. However, they are not complacent and know that there is still much to do. Governors challenge leaders with questions if they are concerned about the progress of any group. Their aim is to ensure that the achievement of all groups of pupils is good across all subjects by the end of the academic year.
  - Governors have an informed view of the quality of teaching. They know how school leaders set targets for teachers, check on how well staff are improving their expertise, reward good teaching and tackle any underperformance.
  - Governors are fully aware that pupils entitled to support through the pupil premium make good progress and that the one-to-one support that they receive has had a big impact on developing their confidence and interest in learning.

## 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

<b>Unique reference number</b>	107286
<b>Local authority</b>	Bradford
<b>Inspection number</b>	443910

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Beecroft
<b>Headteacher</b>	Mrs H Gallacher
<b>Date of previous school inspection</b>	22 March 2010
<b>Telephone number</b>	01943 830298
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