

Dixons Music Primary

Trinity Road, Bradford, BD5 0BE

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	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

- Teaching is not consistently good. This means that gaps in achievement are widening for some pupils, particularly in writing and mathematics as they move through Key Stage 1 where progress is inconsistent.
- Achievement is not consistently good. This is because some key aspects of pupils' development such as singing, handwriting and drawing are not being taught and developed as effectively as they need to be.
- Some of the most able pupils do not read widely enough.
- Leadership is not good because, with the exception of music, the Head of School carries all of the responsibility for leading and managing all aspects of teaching and learning. The leadership of the academy's music specialism is not effective.
- The governing board is not providing sufficient challenge to hold leaders to account robustly for standards of achievement and is not always provided with the information it needs in a timely manner in order to do this.
- Some of the pupil premium funding is used to provide universal provision and this is not ensuring equality of opportunity for the most disadvantaged pupils.

The school has the following strengths

- The dedicated leadership of the Head of School has been a driving force for making the academy a place where pupils and staff want to be and want to make a difference.
- The teaching of letters and sounds is effective and helping pupils to read and spell with confidence.
- Pupils behave well and have very positive attitudes towards their learning.
- Adults are excellent role models. The positive relationships ensure that pupils understand and promote the school's values. The academy cares for its pupils exceptionally well, particularly in relation to safeguarding and all aspects of their well-being.
- There is strong and effective partnership working with the sister academy, Dixons Trinity.

Information about this inspection

- The inspector undertook a learning walk with the Head of School, observed six lessons, specialist music tuition, a singing assembly, choir practice and lunchtime arrangements.
- Discussions were held with groups of pupils, the Head of School, the music leader, teachers, support staff, pupils and parents. In addition, meetings were held with the Chair of the Governing Board, the Executive Principal and the deputy headteacher of the sister academy, Dixons Trinity.
- The inspector listened to the reading of some pupils in Year 1.
- The academy's self-evaluation documentation, action plans, safeguarding information, policies, minutes of the governing board, council and finance meetings, monitoring records and performance management information were looked at.
- Sixteen parents responded to the online questionnaire (Parent View), and the inspector spoke with parents during the inspection, looked at the academy's most recent survey and read a letter sent by a parent.
- The views of nine members of staff who completed the inspection questionnaire were considered.

Inspection team

Anne Bowyer, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- The academy is a two-form entry co-educational primary school serving the whole of Bradford. However, most pupils in Year 1 are from within the immediate area. The academy reserves a small proportion of places for those pupils demonstrating musical aptitude.
- The academy opened in September 2012 and currently has 90 pupils on roll in the Reception Year and Year 1 and will build to full capacity by September 2018.
- It is a Free School and forms part of the Dixons' Academies Trust.
- The majority of pupils are from minority ethnic backgrounds, with the large majority being of Pakistani heritage.
- The proportion of pupils eligible for pupil premium funding is below the national average, but is much higher in Year 1 than in the Reception Year. This is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is high.
- There are, as yet, no standardised test results to allow the academy's performance to be measured against floor standards.

What does the school need to do to improve further?

- Ensure that teaching is consistently good and better to raise achievement further by:
 - making sure assessment information is used consistently well to plan and teach lessons that build upon what pupils can do and need to learn
 - making sure lessons are structured and organised to maximise the learning and progress of all groups of pupils
 - making sure pupils' progress within lessons is consistently checked in order to shape their learning so that they make better progress
 - making sure that marking and feedback are used consistently by all teachers to help pupils know how well they are doing and what they need to do to improve
 - checking on the quality of handwriting and pupils' drawings when marking pupils' work and take steps to improve these aspects of their work.
- Raise pupils' achievement in singing by ensuring that:
 - high expectations are set of how to behave and respond when practising singing
 - teachers focus on developing pupils' singing skills and good habits and, through their teaching, ensure pupils understand, use and apply the key elements of music as well as they do when learning to play instruments
 - class-based teachers have the support they need to ensure that they promote high standards when using singing to support and enhance teaching and learning in other areas of the curriculum.
- Strengthen and improve leadership by:
 - ensuring that the leadership of music is strengthened and improved so that standards in all

aspects of music development are the highest they can be and reflect the high aspirations of the academy in this subject

- ensuring governors have the information they need in advance of meetings and that it is presented in a manner that allows them to evaluate more precisely how well pupils are achieving
- providing all governors with training to develop their roles and skills so that they are all fully involved in helping to secure improvement and know precisely how to hold the primary academy to account
- ensuring the use of pupil premium ensures equality of opportunity for the most disadvantaged pupils, so that they make even better progress and no achievement gaps are created as they move through the academy.

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

An external review of the academy's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management can be improved.

Inspection judgements

The achievement of pupils

requires improvement

- In 2012, the majority of pupils entered the academy with levels of development that were well below those typical for their age and made strong progress in some key areas of development. However, the proportion of pupils that were well prepared for Year 1 was below the national average.
- During their time in Year 1, the proportion of pupils meeting age-related expectations has fluctuated. The school's own data indicates this to be the case, with a significant dip in pupils' achievement in reading in the first cycle of assessment and further dips, particularly in writing in cycle three. Despite this, over time most pupils are on track to make at least expected progress in reading and writing and better than expected progress in mathematics. Those pupils known to be eligible for the pupil premium are making similar progress to other pupils.
- The proportion of pupils entering the Reception class in 2013 with a typical level of development is much higher than the previous year, reflecting the broader intake from the city. Overall, these pupils, including those eligible for the pupil premium, make good progress from their starting points and gain ground quickly, particularly in the area of speaking.
- The most able pupils are making good progress and the proportion of pupils moving into this ability band is increasing in each cycle because of the support and challenge they are receiving in lessons. However, not all of the most able pupils are being encouraged to read as widely as they need to and have the skills to interpret what they read at a deeper level.
- From their very low starting points, disabled pupils and those pupils with special educational needs make good progress because of the good support they receive. As pupils develop, the academy is active in reviewing their needs and reviewing the number of pupils identified with special educational needs.
- The academy has been particularly successful in closing the gap in achievement for boys in writing and mathematics, especially boys of Pakistani heritage. It has not yet achieved the same level of success in reading.
- Pupils' achievement in music requires improvement. This is because the teaching of singing in the academy is not as good as it needs to be and pupils, when singing in assembly, the choir and in lessons do not apply the appropriate skills nor behave as well as they should.
- Many pupils' drawings in books are immature and have not developed enough as the year has progressed. Action has not been taken to improve this important aspect of their development from the outset.
- Pupils' handwriting requires improvement. Pupils, particularly the most able, are not encouraged to improve their handwriting as well as they need to.

The quality of teaching

requires improvement

- Although there have been improvements in many aspects of teaching for newly and recently qualified teachers, over time the quality of teaching is inconsistent. Not all teachers are ensuring that the quality of teaching is consistently good.
- Questioning and checks on pupils' learning in lessons are inconsistent and so do not always ensure pupils make good progress. Not all pupils fully understand what they need to do. The time available is not always used well to maximise the learning for all groups of pupils. In some instances, expectations are too low and teaching does not focus precisely enough on what pupils need to learn and practise in order to improve.
- Where learning is strongest, supportive learning environments interest and motivate pupils to learn. Teaching deepens their knowledge and understanding and supports pupils in the application of basic skills in reading, writing and mathematics across the curriculum. In some of the lessons observed, teachers demonstrated a good level of subject knowledge and skilful

questioning that encouraged pupils to think more deeply and work things out for themselves. This supports the academy's drive to build up pupils' resilience when faced with challenges.

- Improvements in marking and feedback have ensured that pupils know how well they are doing and what they need to do to improve, but this is not yet used consistently by all teachers. Marking is not always used to prompt and support pupils to improve their handwriting or drawing, particularly for the most able pupils.
- Pupils' learning is being assessed more regularly and in a variety of ways in order to gather information and to plan learning that better matches pupils' needs, but this is not yet as consistent as it needs to be. For instance, activities for pupils with special educational needs and for the most able support and challenge them well. Good use is made of the luxury of space within the academy to enable this to happen. Very skilled teaching assistants make a significant contribution to this work. However, lesson time and the organisation of teaching for the 'core' group of pupils does not enable them to make the best progress of which they are capable and does not always sustain their concentration and interest.
- The teaching of letters and the sounds they make is effective. Pupils, including the least able, are able to apply these skills confidently and independently to reading and writing. However, the most able are not having their comprehension skills developed sufficiently well for them to understand what they read in greater depth.
- Teachers and other adults consistently promote good relationships and model behaviour which creates a positive climate for learning. As a result, pupils are motivated, keen to talk about their learning and show what they can do.
- The specialist teaching of music requires improvement. Over time, pupils have not developed the good singing habits and the skills needed to sing well. However, the instrumental teaching pupils receive from specialist music teachers is ensuring pupils are developing skills and abilities beyond their years and this is clearly motivating pupils, building confidence and helping them to develop skills for learning across the curriculum.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils usually have very positive attitudes to learning and work well on their own and in groups, even when teaching is not as good as it needs to be.
- Most teachers address unacceptable behaviour in lessons, promptly and effectively. Inspectors did observe occasional giddy behaviour from a few boys during lesson time and in assembly when their jostling of each other and singing in deliberately silly voices went unchallenged.
- Children in the Reception classes, when choosing their learning, are very focused because of the well-planned provision. They use the learning areas well and understand what is expected of their learning and behaviour when playing independently. They learn from the outset how to look after their classroom and the resources.
- The academy manages and promotes good behaviour through its well-established systems and procedures. For instance, family dining ensures that the whole-academy community eats and talks together and this promotes good eating habits and good behaviour in a social situation. Parents say that their children often come home and remind them about how tea-time should be.
- Pupils know how important it is to behave well and how this contributes to academy life and their learning. Around the academy, pupils are calm and always polite and courteous. Even the youngest pupils open doors and say 'please' and 'thank you'. This is because the adults are positive role models.
- The academy's work to keep pupils safe and secure is outstanding. This is because robust systems and procedures adopted from the secondary academy and joint working ensures that all pupils are safe. For instance, the extensive and effective induction procedures developed within the secondary academy have helped the new staff to understand and sustain the academy's routines and protocols to ensure all pupils and staff are safe.
- Pupils have a very clear understanding of what bullying means and describe different forms of

bullying. They understand that words as well as actions can be hurtful. They say they are taught this through the curriculum and daily assemblies, where they also celebrate their differences. Some parents speak of bullying when talking about individual incidents. The academy addresses this well, but work to develop parents' understanding of how the academy addresses this issue is less well developed.

- Pupils know how to keep themselves safe because they learn about this. For instance, they know how to keep themselves safe online because they are taught how to and they know how to respond if they see or hear something they should not. Parents are very positive about pupils' behaviour and the way the Head of School and teachers deal with this. They say their children are cared for extremely well.

The leadership and management requires improvement

- The determined leadership of the Head of School has singularly brought about improvements in the quality of teaching for the three new full-time recently qualified teachers but as yet, teaching across the academy is not consistently good. Over time, some evaluations of teaching have been overgenerous and have not always linked what is seen in lessons to the progress some pupils are making. This has not supported some staff to improve their teaching fast enough to secure consistently good teaching across the academy. Nevertheless, it has ensured that the least experienced teachers are self-reflective and have an accurate view of their teaching and how to improve.
- The Head of School tracks pupils' progress very closely. The expectation is that pupils will make good and even better progress from their starting points. The cycle of evaluation ensures that action is taken swiftly where this is not the case. However, the most recent review of pupils' progress indicates that for some, progress is slowing or has stalled.
- Well-established systems and procedures are holding teachers to account for the progress of their pupils.
- The Head of School has ensured that pupils have access to a curriculum that broadens their experiences and this is taking them beyond things they imagined they would be capable of achieving. Specialist instrumental teaching and experiences beyond their immediate environment, such as visits to London and theatres, motivate and support pupils in their learning and they talk animatedly about these experiences. This has been a key factor in engaging all pupils and has clearly impacted on their development and attitudes to the academy.
- The Head of School carries all leadership responsibility for teaching and learning, except music. There are plans and actions in place to develop leadership and there is capacity for improvement. However, the leadership of music is not ensuring that the links between the instrumental provision, the teaching of music and the development of music through the curriculum are as effective as they need to be. There is a clear mismatch in the quality of the instrumental tuition that the pupils receive and the way that singing is taught and developed within the academy. The Head of School has taken action to address this but, over time, this has impacted adversely on the progress pupils have made in this important aspect of their musical development and has not supported other staff well enough to ensure pupils apply these skills to a good standard within the classroom.
- Improvements within the Early Years Foundation Stage curriculum are ensuring a greater proportion of children are ready for the next stage of their learning. The focus on broadening children's experiences and interests allows them to direct some of their own learning and master new skills.
- The academy promotes the development of pupils' spiritual, moral, social and cultural development extremely well through its values, routines, the curriculum and the wealth of enrichment opportunities it provides.
- Pupil premium funding is used to support universal provision, such as a free breakfast club and music tuition, in addition to some targeted support. The academy provides a plan of spending and a statement on the impact of this funding, but does not provide a precise picture of how

well these pupils are doing compared to others, or what is expected progress.

- The academy works closely with parents from the outset so that they know and understand the academy's values and expectations. Information about how well their child is doing is detailed and regular and also involves regular telephone updates. Parents find this valuable and say they are able to support their children better. Of clear benefit is the joint working between the primary and secondary academy when supporting families and children who attend both academies. Documents available to parents on the website are extensive and informative. The academy actively seeks their views and responds to them.
- The Dixons Academy Trust, and in particular Dixons Trinity, provides good support in a number of areas. Joint working and use of resources has ensured that there has been the capacity to lead and manage the academy in the early days of its development. The Executive Principal has ensured that the new Head of School has been well supported. This has allowed her to focus on developing the teaching of the three class-based teachers, who are very positive about the quality of the support they have received. There has been a clear focus on developing the curriculum and preparing for the growth of the academy. This is ensuring teaching is improving and that pupils are provided with a curriculum that meets their needs, which is contributing to the progress they are making.
- The additional primary sport funding is used to provide specialist teaching for pupils and training for staff to ensure they have the skills and knowledge to teach high-quality physical education lessons next year. The funding provides pupils with access to a wide range of sporting activities, including seven different after-school sports clubs. This is also addressing the need to develop a number of pupils' poor coordination skills. Alongside other health initiatives, it is ensuring pupils know how to keep fit and healthy.
- **The governance of the academy:**
 - The governing board has a clear understanding of the academies' shared vision and has a breadth of skills to provide the support and challenge needed in many areas. However, over time, there has been limited challenge for the work and progress of the primary academy. The governing board has been hindered in this because information from the primary academy is not regularly provided in advance of governors' meetings. The Chair of Governing Board knows how pupil premium funding is being used to impact on pupils' progress. However, minutes of meetings do not indicate that governors are given the information they need to check on whether this is effectively targeted. Some of the funding is being used for universal activities, such as free music tuition, which is an entitlement for all academy pupils. Governors are using sports funding effectively to ensure pupils keep fit and develop healthy lifestyles. They understand their roles in ensuring systems for managing performance are used to ensure high-quality leadership and teaching. They ensure all aspects of safeguarding meet statutory requirements. Systems and procedures already well established within the secondary academy and across the Dixons Academy Trust have supported this.

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	138252
Local authority	Bradford
Inspection number	425689

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Jo Williams
Headteacher	Michelle Long
Date of previous school inspection	Not previously inspected
Telephone number	01274 424350
Email address	admin@dixonsmp.com

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