

Reevy Hill Primary School

Bedale Drive, Buttershaw, Bradford, BD6 3ST

Inspection dates

2–3 July 2014

Overall effectiveness	Previous inspection:	Inadequate	4
	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

- Between Years 1 and 6, pupils' progress is not yet consistently good in reading, writing and mathematics. Not enough pupils make better than expected progress.
- In 2013, standards of attainment at the end of Key Stage 2 were well below average. In 2014, standards of attainment improved. In writing they are broadly in line with national expectations but are still below in reading and mathematics.
- Teaching over time has not been good enough to address the legacy of under achievement and ensure that pupils make consistently good progress.
- Previous turbulence in staffing has hindered the effectiveness of the school and led to weaknesses in the quality of teaching and pupils' achievement.
- The newly formed senior leadership team has not had enough time to ensure that improvements are sustained and lead to improved teaching and achievement over time.
- Not all teachers are expecting the best of pupils' work, including neat handwriting and presentation of their work.
- Pupils are not always given time to read and act on teachers' advice when work is marked.
- Pupils do not have enough opportunities to develop their literacy skills in other subjects.

The school has the following strengths

- The headteacher has successfully steered the school through an unsettled period and has been the driving force during a period of significant change.
- Teaching is improving. As a consequence, the majority of pupils made improved progress this academic year.
- The good relationship between staff and pupils is a strong feature of the school. Pupils behave well, are keen to learn and feel valued and safe.
- Strong links have been developed with parents and attendance has improved considerably. The number of exclusions has declined.
- Most issues raised at the time of the previous inspection have been tackled well.
- Governors are very supportive. They have recently reviewed the way they work and are now having a greater impact in supporting the school in its drive to raise standards.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, five of which were joint observations with the headteacher, and also reviewed the work in pupils' books. In addition, the inspectors made a few short visits to observe pupils in small-group support sessions, and heard pupils from Year 2 and Year 5 read. A whole-school assembly was observed.
- Inspectors held discussions with the headteacher, senior leaders, subject leaders, staff, representatives of the governing body, a local authority representative and a number of parents.
- Inspectors spoke informally with pupils in lessons and around the school, as well as having two more formal meetings with groups of pupils from Key Stages 1 and 2.
- The inspectors observed the work of the school and looked at a range of documents including: the school's own information about pupils' progress; planning; the monitoring of learning and teachers' performance; organisation of the curriculum; records relating to behaviour and attendance; safeguarding information and the minutes of governing body meetings.
- Insufficient responses to Ofsted's online survey (Parent View) were received to take them into account. However, 37 responses to the school's parent survey (May 2014), and 11 responses to the inspection questionnaire for staff were considered.

Inspection team

Peter Bailey, Lead inspector	Additional Inspector
James Reid	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- Reevey Hill is a slightly smaller than average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils supported through school action is in line with the national average.
- The proportion of pupils supported at school action plus or with a statement of special education needs is average.
- The proportion of pupils eligible for pupil premium funding, which is additional funding for pupils who are known to be eligible for free school meals and those who are looked after by the local authority, is above average.
- The proportion of pupils who move into or out of the school, other than at the usual times is above average.
- The Early Years Foundation Stage consists of a part-time Nursery and Reception classes.
- There have been a high number of staff joining or leaving the school in the last two years.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- In April 2013 a new deputy headteacher was appointed.
- The school runs a breakfast club for its pupils and this formed part of the inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring that all staff have consistently high expectations for learning
 - ensuring that the outstanding practice in teaching is shared more widely in the school
 - developing skills of the newly-appointed staff through a comprehensive programme of support and training
 - ensuring that the development of pupils' literacy skills has a high and consistent focus in all the subjects taught in school
 - ensuring pupils improve their handwriting and present their work neatly.
- Speed up pupils' progress and raise their attainment by:
 - ensuring that pupils have time to regularly make amendments and improvements to their work following feedback from teachers and other adults.
 - increasing the level of progress and attainment of pupils in mathematics in Key Stage 1 and Key Stage 2 by developing the application of their mathematical skills
 - increasing the proportion of pupils who make good progress in reading, writing and mathematics
 - ensuring that a larger proportion of the most able pupils attain the higher levels of attainment.
- Improve the leadership and management by further developing the skills of the newly formed senior leadership team in order to sustain the school's improvement.

Inspection judgements

The achievement of pupils

requires improvement

- By the end of Key Stage 2, the standards reached by pupils in 2013 were well below those found nationally in reading, writing and mathematics. The high level of staff changes over the past two years have contributed to pupils' progress not being as good as it should have been by the end of Year 6. Although there is evidence of strong improvements in progress and attainment, the outcomes for the current Year 6 remain below the national average, particularly in mathematics.
- In Years 1 to 6, pupils' progress from their different starting points has been variable and is not yet consistently good. This is because the quality of teaching has not been consistently good or better.
- Children get off to a good start in the Nursery and the Reception classes. The majority of children join the school with skills and understanding below and frequently well below those typical for their age, particularly in their communication and language and personal development. By the time they move to Year 1, their skills are much closer to those of children of the same age nationally.
- In 2013, standards at the end of Key Stage 1 were below the national average in all subjects. However, the rate of progress has improved and outcomes for the current Year 2 are broadly in line with expectations for reading and writing, and slightly below in mathematics.
- Pupils' phonics skills (linking letters and the sounds they make) develop quickly and pupils are able to apply these skills to help them read. In the phonics screening check in 2013, the attainment of Year 1 pupils was broadly in line with expectations. Outcomes in 2014 improved and were above the national average. However, teaching assistants require additional training to help them better support the teaching of letters and sounds.
- Evidence from a range of inspection activities, including reviewing pupils' work, classroom observations, analysing the school's data and speaking with pupils, shows that progress and attainment are improving. An increasing number of pupils are making and exceeding the progress expected of them, especially in reading. However, by the end of Key Stage 2 too few pupils make better than the progress expected of them.
- The work in pupils' books and the school's checks on how well they are learning show that standards across the school are beginning to rise and pupils are now making better progress than in the past. However, this is still patchy, particularly in Key Stage 2. The school's own data predict the outcomes for the current Year 5 pupils will maintain the improvement in pupils' progress and they will achieve levels of attainment above the national average by the end of Key Stage 2.
- Not all teachers are setting high enough expectations for pupils' achievement and over time not enough of the most able pupils have gone on to achieve higher levels, particularly in mathematics and writing.
- Pupils supported by the pupil premium funding, including those known to be eligible for free school meals, do not achieve as well as other pupils in the school. In 2013, at the end of Year 6, these pupils were on average two terms behind the others in all subjects. They are currently making similar rates of progress in English and mathematics to those of their classmates throughout the school, and the gap in their attainment is reducing. The school has recently introduced more interventions, in order to speed up progress, and the predicted outcomes for the current Year 6 show a reduction in the gap in attainment. This indicates the school's commitment to equal opportunities, though the full impact of these initiatives is yet to be felt.
- Disabled pupils and those with special educational needs have well-planned support and make good progress towards their personal learning targets.

The quality of teaching

requires improvement

- Although the quality of teaching has improved over the last year, it requires further

improvement because it is not consistently good or better in increasing the rate of pupils' progress and raising attainment. There is still a legacy of weak teaching that has adversely affected pupils' progress.

- Pupils make slower progress where teachers expect too little of them, both in their work rate and in the difficulty of tasks they are given.
- There is good and some outstanding teaching, particularly in upper Key Stage 2, on which the school can build but this is not consistent across the age range.
- Teachers plan lessons well and involve interesting activities, which promote good learning. In a Year 6 class, the teacher captivated the pupils' imagination by planning a themed day on the Tour De France, in which aspects of numeracy, literacy and design technology were included in the topic. Pupils were captivated from the word go and this set the tone for the outstanding learning that followed.
- The tasks pupils are given to do are increasingly well focused on what they need to learn because they are closely linked to clear statements for each level of learning. Pupils' progress records are attached to their mathematics and English books, which inform them of their progress and how to further improve.
- Pupils make slower progress in mathematics, particularly in Key Stage 2, in the application of basic numeracy skills in problem-solving activities.
- Opportunities are missed to further develop pupils' literacy skills in other subjects.
- Although the quality of marking and feedback to pupils in Years 1 to 6 on what they need to do to progress has improved, effective marking is not seen in all classes. Teachers do not always check their comments have been read and pupils are not given time to respond to the guidance.
- Children in the Reception classes settle quickly and are happy because they have plenty of opportunities to work and play together in the indoor and outdoor areas.
- Teaching assistants are effective in supporting pupils' learning. They question pupils carefully, encouraging them to stay motivated, and really think about their learning and the answers they give.
- Relationships are strong and help pupils' learning in the classroom. Classrooms are orderly, well organised and attractive. Imaginative displays inspire pupils to learn. Good relationships and the use of praise are strong features in lessons and most pupils are keen to do well. They say that things have improved, and that teachers now make their lessons interesting and use a wide range of resources to help them learn.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good. This is a strength of the school's work.
- Teachers and teaching assistants set a good example of how to respect one another, and this contributes to the positive relationships in the school.
- Pupils behave well in and around the school. They are polite and courteous with adults, and treat each other with respect. They are keen to learn. Teaching is rarely affected by any distracting behaviour.
- The number of exclusions has reduced over the last three years and is now below the national average. The school's behaviour log shows that the number of incidents are few and reducing. Pupil behaviour is consistently well managed.
- The school has a warm, welcoming atmosphere, and an ethos that has a very positive impact on all aspects of the school's work.
- Pupils interviewed all agreed that they enjoyed school. They said most lessons were interesting and that teachers helped them with their learning. One pupil commented, 'The teachers are nice, they help us learn and look after us.'
- The school council is becoming increasingly active in giving pupils a say in school matters.
- The school's work to keep pupils safe and secure is good and pupils report they feel very safe in school. They have a clear understanding of the different types of bullying, and say there is very

little bullying in school. When it does occur, they have the confidence in the staff to deal with it quickly. They have a good understanding of risk, supported well by the school's input on personal and internet safety.

- The school has worked successfully to improve attendance, which is in line with the national average. Attendance for this academic year continues this upward trend. The number of pupils who are absent regularly has also reduced and is now in line with the national average.

The leadership and management

requires improvement

- Although school leaders have established good behaviour throughout the school and secured improvements in the quality of teaching and pupils' attainment, leadership and management are still judged to require improvement because the actions taken to address identified weaknesses have not yet resulted in raising pupils' achievement, and raising the overall quality of teaching to at least good.
- The headteacher, ably supported by the recently appointed deputy headteacher, has an unrelenting and passionate determination to steer the school in the right direction and has established a shared purpose in ensuring that there is a continued improvement to become a good school. Senior leaders have the confidence of the local authority, parents, pupils and staff in their ability to drive the school forward.
- The local authority is fully aware of the difficulties the school has faced and has given appropriate support to ensure that it is now on the road to becoming a good school.
- The headteacher conveys high expectations of the quality of teaching required through a systematic approach to judging performance that all staff understand and that is linked to Teachers' Standards and salary progression. In the past, targets set for teachers have not focused on pupils' progress. As a result, teachers were not held fully to account for pupils' achievements. This is no longer the case. Weaknesses in teaching have been identified, and staff are being supported through a personal support plan.
- The middle leadership team is relatively new and inexperienced. The roles and responsibilities of phase and subject leaders have not as yet been fully developed so as to enable them to make a greater contribution to school improvement and to raising pupils' achievement further.
- The school is focusing on improving achievement in reading, writing and mathematics. The school leaders are reviewing the curriculum for next year and introducing a 'Challenge Curriculum' to make better links between subjects and enable pupils to practise their reading, writing, and mathematical skills across other subjects of the curriculum.
- The curriculum appropriately promotes pupils' spiritual, moral, social and cultural development and is enriched by a wide range of extra clubs. Skilled learning mentors help support individual pupils' social and emotional development.
- The headteacher has played a major role in developing links with eight other local schools, and formed 'The Futures Learning Partnership'. This has enabled regular opportunities for staff to develop new skills, involving off-site visits and training, in order to enhance the school's drive to improve.
- The school has worked hard to improve links with parents, which have improved the level attendance to be in line with the national average. Parents who spoke with inspectors were extremely positive about the school. They say that staff are approachable and know individual children well. They feel that the school is improving and are very supportive of the leadership team. Parents typically commented, 'The school has changed a lot, it's fantastic', and 'My kids had problems at the other school, so we moved them here and they are doing really well'.
- The breakfast club is well attended and gives those who use it a good start to the school day.
- The school has effectively planned for the use of the additional funding for sport, to enrich the sporting opportunities its pupils.
- All staff who completed the staff questionnaire were extremely supportive of the school's leadership. They realise there is work to be done and are enthusiastic about improving their skills in order to do the best for the pupils.

- Policies and procedures for safeguarding meet statutory requirements and are managed effectively. The knowledge and skills of staff are kept up to date through regular and rigorous training.

■ **The governance of the school:**

- The governing body is extremely supportive of the school and committed to its success. Since the last full inspection, there have been considerable changes to the governing body. The current governors bring considerable skills and expertise to the role. They are knowledgeable and ensure that the school is on a pathway to improvement. They are fully involved in evaluating the school's strengths and weaknesses, and development planning. Governors have undertaken training and are increasingly effective in holding the school to account. They are determined to tackle the weaker aspects of the school quickly. Governors now evaluate the quality of teaching and know how teachers are rewarded for their effectiveness. Governors have a clear understanding of the school's finances, including the use of the primary school sport funding, and are aware of the impact of decisions about the use of the pupil premium funding and how gaps in eligible pupils' achievement are closing. The governing body ensures that safeguarding arrangements meet statutory requirements.

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	107217
Local authority	Bradford
Inspection number	441902

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Paul Bilton
Headteacher	Jo Bradley
Date of previous school inspection	28 February 2013
Telephone number	01274 677549
Fax number	01274 778944
Email address	office@reevyhill.bradford.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

