

Priestthorpe Primary School

Mornington Road, Bingley, West Yorkshire, BD16 4JS

Inspection dates 7–8 October 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

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

- The quality of teaching is inconsistent. This leads to pupils not making the best progress they are capable of, particularly the most and least able in mathematics.
- Not enough pupils make better progress than expected.
- The progress of disadvantaged pupils remains variable because, over time, senior leaders have not checked the impact of their actions rigorously enough.
- Pupils have not received the best possible start to the new year because senior leaders are not ensuring assessment is used effectively to set high expectations for pupils, particularly as they enter Key Stage 1.
- Middle leaders are not yet leading and supporting improvements in teaching effectively. Subject leadership is in the early stages of development.
- The Early Years Foundation Stage requires improvement. The leadership of this phase is not secure and does not ensure that the quality of teaching and provision enables the children to make the best progress they can.
- The school's website is under construction and does not yet meet statutory requirements.

The school has the following strengths

- The determined and hardworking headteacher provides an excellent role model for staff. Consequently, the school is in a better position to drive forward the improvements needed. Staff and pupils are very positive about her leadership and the changes she has made.
- Pupils feel safe and happy in school, have good attitudes to learning and behave well because of the positive relationships they have with adults and the increasingly effective policies and procedures supporting improvements in behaviour.
- Pupils who have specific health, social and emotional needs are given good guidance and care.
- Strong partnership work with the local children's centre is helping the school to tackle effectively the barriers to learning for some children in the early years.
- Governance has strengthened. The newly formed governing body is increasingly effective in holding leaders to account.

Information about this inspection

- Inspectors observed 13 lessons. All teachers were observed at least once. Three lessons were jointly observed with the headteacher.
- Work in pupils' books was scrutinised.
- Inspectors visited small-group teaching sessions and an assembly. They observed pupils' behaviour at break times, lunchtimes and around the school.
- Discussions took place with the headteacher, senior and middle leaders, teachers, support staff, pupils, governors and a local authority adviser.
- Inspectors took account of 58 responses to the online questionnaire (Parent View) and the school's own recent consultation with parents. They also met with parents before and after school.
- Seventeen responses to the staff questionnaire were received and examined.
- A number of documents were examined, including information about pupils' progress and school improvement.
- Records relating to behaviour, attendance and safeguarding were also scrutinised.

Inspection team

Anne Bowyer, Lead inspector

Her Majesty's Inspector

Carol Machell

Additional Inspector

Full report

Information about this school

- Priestthorpe Primary is an average-sized primary school.
- There have been significant and recent changes to the leadership of the school since the previous inspection.
- The school has close links with the local children's centre. It is part of a long-standing local partnership of schools that work together to support school improvement.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported at school action is just above that seen nationally. The proportion supported at school action plus or with a statement of special needs is smaller than that found in most schools.
- The proportion of pupils eligible for the pupil premium is below average. The pupil premium is additional government funding for disadvantaged pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school has no published statutory tests results for Year 6 in reading and mathematics for 2014. Inspectors have used teacher assessment to evaluate achievement.
- Using this information, the school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has a small maintained nursery for three- and four-year-olds, which operates for mornings only. Most pupils transfer into Reception and a number of pupils come from other settings in the area, most of which are good or better.

What does the school need to do to improve further?

- Improve teaching to raise achievement by:
 - securing the accuracy of assessment so that, as pupils start school and when they move to new classes, no time is lost in their learning and both teacher and pupil expectations are not lowered
 - making sure teachers use assessment information effectively to ensure good progress between lessons and over time
 - making sure all teaching results in effective learning and good progress, especially for the most able and disadvantaged pupils
 - improving teachers' subject knowledge in mathematics and ensuring they understand how to develop, challenge and deepen pupils' thinking
 - ensuring marking addresses pupils' misunderstandings, challenges them to extend their knowledge and skills and deepens their understanding, particularly for the least and most able in mathematics.
- Increase the capacity and effectiveness of leadership to improve the school by:
 - securing the leadership of the Early Years Foundation Stage and making sure that the staff who are training, or in the early stages of their development, have the support they need to improve quickly so that children can make the progress they are capable of
 - ensuring subject leaders have the knowledge and skills they need to improve teaching, make checks and evaluate accurately the impact of their actions
 - making sure the regular checks made are the right ones, are rigorous enough to ensure the school's progress is evaluated accurately and result in prompt action to ensure pupils gain ground rapidly and make good progress.

Inspection judgements

The leadership and management

require improvement

- Since the previous inspection, significant changes to the leadership of the school have reduced its capacity to improve and stalled progress. This means that some of the areas for improvement from the last inspection have not been fully addressed. Nevertheless, the headteacher who, on appointment, single-handedly carried the burden for school improvement, actively sought support from the local authority which enabled her to make necessary changes and develop teaching. The newly appointed senior leadership team has supported her to embed these changes. From September, the school has been in a much better position to drive forward the improvements needed and there are indications that leaders' work is starting to bear fruit.
- Over time, there has been limited capacity to check on the effectiveness of the actions taken to improve teaching. Although the monitoring of the quality of teaching across the school is more regular, it is not robust enough. Consequently, the written self-evaluation is not as accurate as it needs to be. The action plan provides a much more realistic and accurate view of where the school is at.
- Changes to staffing mean subject leadership is embryonic. Subject leaders have a clear vision for improvement and are good role models. This has increased the capacity to share good practice within school. Nevertheless, it is too soon to show the impact they are having on improving teaching and raising standards.
- The special needs coordinator has rapidly developed systems and procedures which ensure pupils with special needs are well provided for. Better and more robust checks are made on how well these pupils are doing and provision is adapted accordingly. The school is better placed to meet its statutory duties.
- Staff are being held to account more robustly because of improved performance management systems and procedures. Targets linked to school improvement priorities and pupils' progress information mean staff are clear about what is expected. They say that they are challenged but have the support they need to improve.
- The curriculum has been reviewed and adapted to meet statutory requirements. Leaders have plans to regularly review and evaluate the changes they have made. Pupils speak positively about the subjects they study. Plans are in place to develop assessment beyond national curriculum levels.
- Pupils' spiritual, moral, social and cultural development is promoted well because of the range of the subjects taught and the interesting activities provided. For instance, pupils benefit from trips and visitors, instrumental music lessons and a variety of after-school activities that broaden their experiences and motivate them to write well. New approaches to homework extend and deepen their knowledge and understanding of the world and the subjects taught in school. Well-planned assemblies ensure pupils understand their heritage and the shared values of the broader community they live in. The school is a Forest School and all pupils gain from using this facility to support teaching and learning and develop life skills.
- Pupils say their new headteacher has made a real difference. They know she cares and seeks the very best in behaviour and learning.
- Parents are told how well their children are doing through termly meetings with teachers as well as informal discussions as and when necessary. The school provides opportunities for parents to discuss the end-of-year written report if they so wish. Parents confirm that they feel well informed about how well their children are doing. The school's website has been developed and is under construction. It is not yet compliant with statutory recommendations.
- The primary school sport funding is used to increase opportunities for inter-school competitions and to extend participation in after-school clubs with specialist sports coaches. Opportunities are provided for pupils to take part in a variety of sports, some less commonly seen in primary schools, to broaden their experiences, inform their choice of life-long sporting activity and to promote equality of opportunity. This is benefiting their health and ensuring positive attitudes to sport and keeping healthy.
- **The governance of the school:**
 - The governing body is well placed to support and challenge leaders. There is the expertise needed to hold leaders to account and it is proactive in seeking the support and training it needs to increase its effectiveness. Governors are well informed about the quality of teaching and pupils' achievement; they are well placed to make the precise checks and provide the challenge needed. There is a clear plan for doing so. Better procedures for managing the performance of the headteacher and to check on teachers' pay and progression have been implemented. The school's budget is effectively managed. This has enabled the governing body to make strategic financial decisions to increase the capacity of

the leadership team, to improve the Victorian building to ensure it is suitable for learning, and to accommodate the demands of the new national curriculum. The governing body oversees the spending of the primary school sport funding and the pupil premium, ensuring that both are spent for the purpose intended, and checks on the impact of this spending. The governing body ensures it fulfils its statutory duties for safeguarding and child protection.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour and attitudes to learning make a positive contribution to their learning in lessons. Pupils are extremely well motivated. Where teaching is good and better, it is a joy to watch them engage with adults, each other and their work and make the progress they are capable of. Even where teaching is not as good, pupils are keen to learn and are respectful of adults at all times. Pupils work well collaboratively and are supportive of each other within lessons. This means they are not afraid to have a go and get things wrong.
- Pupils behave well when moving around the school and negotiating narrow corridors. They are polite and courteous at all times. They play well together. Older pupils take responsibility for younger pupils having a safe and happy time in the playground. The democratic school council is well established and works effectively to improve aspects of school life.
- Attendance remains in line with the national average. Leaders' actions to reduce persistent absence have led to significant improvements in attendance for the pupils concerned. Pupils fully understand the importance of good attendance.

Safety

- The school's work to keep pupils safe is good. Staff work hard to ensure pupils are safe. Pupils know how to keep safe through what they are taught in class and assemblies and the way adults model safe and acceptable behaviours. Pupils in Key Stage 2 clearly understand how to keep safe on the internet and when using social media. Pupils in Key Stage 1 are not as sure. Leaders know this and have plans to work with them.
- Pupils say bullying is rare. Leaders have ensured pupils clearly understand what is meant by bullying, including homophobic bullying. Pupils are accepting of their differences. For instance, one boy said he did not like football, he preferred reading. He explained that, in society, some people expect boys to like football but, in this school, it was not an issue. Pupils know whom to turn to if they do not feel safe and are confident issues would be resolved quickly.
- The overwhelming majority of parents said that their children were safe at the school. Most staff were of a similar opinion.

The quality of teaching requires improvement

- Over time, teaching has been too variable to ensure more pupils make good progress, particularly in mathematics and reading. There are signs that the quality of teaching is improving because of the actions taken by leaders, but it is still inconsistent.
- The teaching of mathematics is not good. Teachers do not plan lessons that build effectively on prior learning and assessment. This slows progress and pupils waste time doing things they can already do. Pupils do too many written calculations and there is little opportunity to challenge, deepen and apply their thinking to problem solving. Teachers are not clear about how to move pupils' learning on effectively. When marking, they are not addressing misunderstandings or giving pupils time to correct errors. They do not challenge the most able pupils to reason and deepen their understanding so that they are able to apply their mathematical knowledge and skills in different contexts. Consequently, many pupils have gaps in their learning and there is insufficient challenge for the most able to ensure good progress. Less-able pupils are now benefiting from having the opportunity to use practical resources to improve their understanding of number.
- Pupils love reading and are well supported by their parents. Nevertheless, the teaching of reading is inconsistent. Where there are close links between reading and writing, the most able pupils are developing a deeper understanding of the texts they read and are able to explain their views well using subject-related vocabulary. Not all teachers are using the guided reading session effectively to improve pupils'

skills and deepen pupils' understanding, especially the most able. In addition, teachers do not communicate well to parents how to direct and support their children's reading.

- Improvements in the teaching of writing have borne fruit, particularly in Key Stage 2. There are better links to reading and other areas of the curriculum. This is motivating pupils while allowing them to improve grammar, spelling and punctuation. It is enabling them to understand and apply the features of language and different genres. In lessons, pupils talk knowledgeably and confidently about these. Marking is effective in most classes and is making an impact on the quality of pupils' work and progress.
- Overall, teaching assistants make an effective contribution to pupils' learning. They are deployed effectively to support individual pupils who sometimes find it hard to work with others.
- Homework is set regularly and is relevant to what is being taught in the school. It ensures pupils practise and develop basic skills. It promotes the development of independent study and research; pupils are responding very well to this and producing some detailed and creative pieces of work. They speak very positively about the changes made in homework.

The achievement of pupils

requires improvement

- Pupils' levels of achievement across the school are inconsistent because of the variable quality of teaching over time and, in some instances, teachers' expectations being too low. In Year 1, the school's new tracking system has depressed attainment on entry to Key Stage 1. This has resulted in targets being set too low. Pupils, particularly the most able and disadvantaged pupils, are not achieving as well as they might.
- The proportion of pupils in Year 1 reaching the required standard in the national phonics check is above the national average and has increased significantly since the last inspection. Those pupils who did not meet the standard in 2013 have done so by the end of Year 2.
- Standards at the end of Year 2 are above the national average in reading and writing and broadly in line in mathematics, but they are lower for higher-ability pupils in mathematics. Pupils only make expected progress from their starting points; too few make better-than-expected progress.
- Since the previous inspection in December 2013, standards have risen at Key Stage 2 in reading and writing but not in mathematics. Year 6 assessments show that the proportion of pupils making expected progress in reading and writing is above that seen nationally, but below in mathematics. The school's own data indicate that the proportion of pupils making better-than-expected progress is greater than that seen nationally in reading and writing.
- The lack of challenge for the most able in reading and mathematics means that some pupils did not reach the higher levels they were capable of in both Key Stages 1 and 2. In addition, not all pupils from the lower-ability band made the expected progress in mathematics.
- In 2013, disadvantaged pupils left school having obtained results which were two terms ahead of their classmates in reading, writing and mathematics and over a year ahead of non-disadvantaged pupils nationally. However, from their individual starting points, this only represented expected progress. By contrast, in 2014, by the end of Year 6, disadvantaged pupils were two years behind their classmates in reading, three years in writing and five terms in mathematics. This was a small group of pupils, four of whom had special needs. Leaders have taken action to address this inequality. They have reviewed and changed the use of the pupil premium for this academic year.
- The proportion of disabled pupils and those with special educational needs in each class is small. This means year-on-year results fluctuate according to specific need. However, over time, these pupils are making similar levels of progress as their classmates. There are signs that the leadership of the special needs coordinator is starting to improve outcomes for these pupils.
- Work in pupils' books indicates that assessment is not as accurate as it needs to be. There are increasing pockets of effective assessment practice in writing, which is helping pupils make better progress. Generally, pupils understand what they can do and need to aim for. They are motivated to do so through the use of personalised targets and teachers' marking. Where teaching is good and, in one instance, outstanding, there is clear evidence of rapid progress from the start of the academic year.

The early years provision

requires improvement

- The leadership of the Foundation Stage unit has not been secure. For the moment, the deputy headteacher is leading and managing the provision to the best of her ability, with limited knowledge of the

early years. Within the setting are a newly qualified teacher and a trainee teacher. The school has a statutory duty to support these members of staff but is struggling to do so. Leaders know there is a need to secure the effective leadership of the early years and are investigating possible options. Attainment at the end of the Foundation Stage is in line with national averages. Given their starting points, most children make expected progress but too few make better-than-expected progress.

- Assessments are often completed in formal situations. There are not enough opportunities to assess children while watching and intervening in their play in order to gather a more accurate view of their development.
- Over time, disabled children and those with special educational needs make similar progress as their peers. The deputy headteacher, who is also the special needs coordinator, is improving provision for these pupils so that they can catch up quickly. For instance, pupils entering with communication and language difficulties are receiving targeted support in partnership with the children's centre. This is already impacting on their development.
- Children's learning journeys demonstrate expected progress. In Reception, they do not show well enough how pupils are progressing from their starting points and there is little opportunity for parents to contribute. However, they do show the focus on the characteristics of effective learning.
- Generally, pupils are well prepared for the next stage of their learning.
- The newly formed early years unit is a happy and secure place for children to thrive. There are positive relationships and children are well cared for. Children are very well behaved and cooperate well with each other and adults.
- Most support staff are experienced and work hard to ensure children progress and are well cared for.
- There are positive relationships with parents, who say they feel welcome and are kept informed about their children's day.

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	107257
Local authority	Bradford
Inspection number	442173

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	215
Appropriate authority	The governing body
Chair	Chris Clarke
Headteacher	Christina Gunning
Date of previous school inspection	12 December 2012
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