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16 October 2014

Mrs Jo Bradley
Headteacher
Reevy Hill Primary School
Bedale Drive
Buttershaw
Bradford
West Yorkshire
BD6 3ST

Dear Mrs Bradley

Requires improvement: monitoring inspection visit to Reevy Hill Primary School, Bradford

Following my visit to your school on 15 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in July 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- Sharpen the action plan so that the progress you expect pupils to make in each year group is clear. This means governors can check more precisely on the impact of your actions and evaluate how effectively you are closing attainment gaps.
- Improve how you look at pupils' work in order to ensure good progress over time by:
 - identifying how effectively teachers are adapting to the changes you have made in the curriculum, marking and assessment
 - checking more robustly on the accuracy of assessment
 - knowing how well assessment is being used by teachers to make sure pupils' work is pitched at the right level so that gaps in learning are addressed and pupils are challenged to deepen and apply their learning.

Evidence

During the visit, I held meetings with you, other senior and subject leaders, two members of the governing body, and the local authority officer to discuss the action taken since the last inspection. I evaluated the school action plan, information on pupil assessment and progress and samples of pupils' work. You accompanied me on a tour of the school. We focused on the areas for improvement in teaching identified from the inspection in July.

Context

Since the inspection, some teaching staff have left and one is on maternity leave. You have appointed four teachers, two are newly qualified.

Main findings

The actions you have planned are timely and appropriate. You make clear what you expect success to look like and how you will achieve this. The action plan has measurable outcomes for the quality of teaching but, does not make clear what you expect pupils to achieve, so that less experienced governors can check effectively on the impact of your actions.

The governing body has taken prompt action to fund the increased capacity leadership needs to enable you to support improvements in teaching and make regular checks. Your work is bringing staff together with a strong commitment to improve. You have given senior and middle leaders the clear direction, training and support they need so they can increasingly contribute to improvements. This is resulting in some early impact. For instance, their checks on how well teachers mark pupils' work has improved marking and means pupils are taking greater care and pride in their work.

Although checks are more wide-ranging and regular, they lack the rigour needed to identify some pupils have not had the best start in their new class. Teachers have not used assessment information well-enough to ensure starting points are accurate. This has resulted in some work being too easy and some too hard. Teaching and marking is not always addressing gaps in learning or deepening pupils' understanding, particularly in mathematics.

You have taken a number of strategic decisions to improve the quality of teaching in mathematics. You know this is a major area for improvement, particularly in relation to teachers' subject knowledge, their understanding of how to move pupil's learning on and how to deepen pupils' understanding of concepts. Our findings during the monitoring visit confirmed this. It is vital that this urgent improvement work is undertaken as planned followed by rigorous checking on the impact of your actions.

Targeted interventions to close gaps in achievement for some pupils are in the early stages of implementation. We were unable to measure precisely the impact of these. Nevertheless, there are regular checks planned to evaluate the impact of your actions to ensure a higher proportion of pupils make good progress in reading, writing and mathematics.

We saw that changes to the curriculum are ensuring better engagement in lessons from boys. Pupils have more opportunities to practice and apply their literacy and mathematical skills in different contexts, whilst developing their knowledge, skills and understanding in each subject.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

You have actively sought support from the local authority and the partners you work with. This has helped you to develop leaders' knowledge and skills quickly to ensure they are well-placed to carry out their roles effectively. You are using partnerships to improve teaching to good, and in some cases, outstanding. This demonstrates your high expectations of all.

The school improvement officer regularly makes checks on how well the school is doing to support and challenge you and provides an external view of the school for governors. The local authority has confidence in your ability to move the school to good.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Bradford and as below.

Yours sincerely

Anne Bowyer

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy