

Wilsden Primary School

Tweedy Street, Wilsden, Bradford, West Yorkshire, BD15 0AE

Inspection dates

2–3 December 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

- Pupils of all abilities do not always make good progress over time, especially in writing and mathematics, and achieve their full potential.
- Some pupils do not have the basic skills, especially in mathematics; they need to reach the next level in their learning.
- Teaching is not yet good overall throughout school, including in the early years. Pupils, especially the most able, are not consistently set tasks which challenge them. At times teachers do not adjust work or correct misunderstanding during the lesson.
- Teachers do not always involve all pupils in question and answer sessions and develop their thinking and planning, especially in writing.
- Provision for children in the early years is improving, but not yet fully effective in ensuring that all make good progress.
- Actions and plans for school improvement are not always implemented quickly to have the maximum impact on outcomes and ensure that the school improves fast enough.

The school has the following strengths

- The headteacher provides a clear and purposeful direction to the school. He is now well supported by a new leadership team. Senior leaders are now increasingly bringing rapid improvements to the quality of teaching and achievement after a long period of staff turbulence has delayed school development.
- Pupils enjoy reading. The early stages of reading are taught well from the early years on and pupils read widely and with interest by Year 6.
- Pupils are well behaved and feel safe. They are proud of their school.
- The curriculum increasingly provides rich, well-planned experiences to motivate pupils and build increasingly rapidly on their learning. The school makes a strong contribution to pupils' health and well-being and promotes spiritual, moral, social and cultural development well.

Information about this inspection

- The inspectors observed lessons throughout the school and conducted several shorter observations of teaching and learning. They included observations carried out jointly with the members of the senior leadership team. Inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority, an independent consultant and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 42 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

| | |
|------------------------------|----------------------|
| Andrew Clark, Lead inspector | Additional Inspector |
| Janet Lomas | Additional Inspector |
| Mary Lanovy-Taylor | Additional Inspector |

Full report

Information about this school

- The school is larger than an average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- All children in the early years attend school full time.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- The school has a breakfast club run by the school and an after-school club run by a private company.
- In 2014, the school did not meet the government's floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Over three quarters of the teachers are new to the school since the last inspection. Several are new to the profession. The deputy headteacher took up her post in September 2014 and several other members of the leadership team are also new to the school.

What does the school need to do to improve further?

- Improve the quality of teaching in order to increase rates of progress and raise achievement, particularly in writing and mathematics by:
 - filling in the gaps in pupils' basic skills, especially in mathematics
 - ensuring that all pupils, especially the most able, are challenged and that during lessons checks are made to adjust tasks and clarify any misunderstanding
 - making full use of questions to engage all pupils and extend their thinking and planning, especially in writing.
- Further strengthen leadership and management by implementing actions for development, particularly for raising the quality of teaching and pupils' progress in mathematics and writing, in a prompt and timely fashion in order to build on the increasing capacity for improvement.

Inspection judgements

The leadership and management

requires improvement

- Senior and subject leaders have quickly developed appropriate actions to improve the school. However, some actions, for example relating to mathematics, have yet to be fully implemented and timescales are sometimes too long to ensure that they make a rapid impact on pupils' outcomes.
- The headteacher, who was new to the school at the last inspection, has put in place many well-planned actions to raise achievement and improve the quality of teaching. However, the impact of some of these changes has been delayed by significant staff turbulence. This difficult situation has been managed well overall and there is now a talented senior leadership team in place, which is increasingly bringing about change and addressing downturn in standards. The school now has the capacity to sustain school development.
- The deputy headteacher and early years leader in particular have provided strong coaching and challenge, which is rapidly improving teachers' skills and progress in literacy and early years provision. As a result, these aspects are showing most improvement.
- Middle leaders, including some who are new to their management responsibilities, are becoming good role models for other staff to follow through their own teaching and the support they provide, although for some their roles are still in the early stages of development. Strengths are very clear in the leadership of the early years and in literacy. In these areas leaders act on carefully considered action plans based on accurate assessments of the school's effectiveness which are increasingly driving up standards.
- The monitoring of teaching is improving and the school is very clear about the aspects of teaching which need to be addressed rapidly and is further developing coaching and support procedures to tackle them. As yet, this support has not been fully effective and a few aspects in teaching remain in need of attention.
- Self-evaluation is rigorous and accurate. Procedures to measure and analyse pupils' progress are increasingly rigorous. There has been particularly good recent improvement to track and record progress in the early years. The data is presented well and provides a useful tool for senior leaders and the governing body to measure the impact of the school's work and set accurate targets. However, this information is not used consistently by staff throughout the school to ensure that tasks are always matching pupils' abilities closely.
- The school is developing new assessment procedures following the removal of National Curriculum levels. It is working in consultation with other local schools. These procedures have yet to be implemented fully.
- The local authority supports the school appropriately well through regular analysis of the school's circumstances and detailed reports. This is supplemented by the employment of an independent consultant, who provides robust independent advice both to the senior leadership and to a working party of the governing body.
- The school has rigorous and appropriate procedures to ensure that staff are held accountable for the progress pupils make. Teachers have to meet stringent criteria in order to achieve the next salary level.
- The use of pupil premium funding has been fully reviewed in consultation with the local authority and an independent consultant. It is closely matched to individual needs to raise achievement. Although this was not reflected in Year 6 national tests, evidence from other data and work scrutiny indicates that it is becoming increasingly effective in narrowing gaps, particularly in writing.
- Effective use is made of the primary school physical education and sport funding. The impact of specialist coaching for staff is particularly evident in the pupils' increasing confidence and competitiveness in team activities during physical education lessons.
- Leaders ensure that all pupils have the same opportunities to participate in the life of the school. There is no evidence of discrimination. However, the school is not yet fully effective in promoting equal opportunities for all pupils to achieve consistently the best they can.
- Safeguarding procedures meet statutory requirements and are based on detailed and accurate record-keeping and well-trained and vigilant staff.
- The curriculum is now planned well to provide systematic and rapid development of basic skills and exciting opportunities to apply them. This is beginning to reduce the identified gaps in pupils' learning. Themes such as the Titanic or Black Beauty provide a strong stimulus and springboard for learning many subjects.
- Pupils' spiritual, moral, social and cultural development is promoted well through the range of subjects taught. Pupils' appreciation of modern British values, including tolerance and fairness, is promoted well through religious and personal and social education. These views are exemplified in their work as school councillors and playground leaders. Engaging assemblies strongly promote a sense of community and well-being through, for example, the enthusiastic singing of the song about the school's rules. As a result,

pupils are well prepared for life in modern Britain.

■ The governance of the school:

- The governing body is led and managed well. Governors have a clear view of where the school needs to be and increasingly rigorously hold leaders to account. The Chair of the Governing Body, who took up post after the last inspection, has led a significant restructuring and reconstitution of the governing body to strongly improve its effectiveness. Governors have been particularly proactive in employing an independent consultant to develop robust procedures to analyse data about pupils' progress and hold the school to account for its effectiveness. Governors now receive measured and thorough reports, so that they can ask challenging questions about pupils' progress. Members of the governing body take good advantage of training opportunities within the local authority and national governance organisations.
- Members of the governing body have a good range of professional skills which they match to their areas of responsibility. Policies are reviewed regularly through the efficient committee system. Governors now have an accurate view of teaching. They are aware of improvements and aspects that still need attention. They have played a full part in resolving underperformance in the past. The governors are fully and appropriately involved in reviewing targets for the headteacher and making decisions as to whether staff should receive a salary increase. The school's budget is managed well. This is particularly evident in the recent development of the early years provision. Specific areas of expenditure, such as pupil premium funding and sport and physical education funding, are closely monitored to ensure value for money.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils play and work well together. They have positive attitudes to learning, particularly in response to the school's promotion of their learning attributes, such as resilience.
- Relationships are good. Pupils rarely misbehave and there have been no recent exclusions. Very occasionally pupils' concentration wanes when teaching is not challenging enough.
- Classrooms are calm, orderly and attractive. Books are tidy and work is well presented, which is a good improvement.
- The school's breakfast club provides a friendly start to the day and helps pupils prepare for their work. The after-school club gives good opportunities for completion of homework and a time to play and relax.
- Pupils behave responsibly towards others. They know right from wrong and are sensitive to the needs of others. This is reflected in their writing on a range of subjects such as the plight and emotions of the passengers on the Titanic or soldiers in war.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, and their parents agree. They have a good understanding of potential bullying situations, including name-calling and cyber-bullying. They do not feel that bullying occurs very often, if at all, and are confident that staff would deal effectively with any concerns.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. They have considered this in global issues, such as apartheid in Africa or persecution in the Second World War.
- The annual 'Life Education Caravan' visit develops pupils' understanding of health and safety issues which may affect them in the future, such as the dangers of drugs and alcohol. They receive practical support to keep themselves safe through, for example, cycling proficiency and road safety activities.
- Attendance is in line with the national average and rising. Pupils are punctual. They are prepared well for work. The school monitors attendance closely and works well with other professionals to address any concerns.

The quality of teaching

requires improvement

- Although there are signs of teaching improving overall, changes are not yet fully embedded and teaching requires improvement.
- The teaching of mathematics is not consistently effective, because teachers do not always check that

pupils' basic mathematical skills are developing well and that they make the best use of them. Teachers do not consistently give enough attention to ensuring that all pupils have quick recall of multiplication tables, for example, to solve problems.

- Although assessment procedures are more rigorous, teachers do not always make the best use of information about pupils' progress. Sometimes, the work teachers set for the most-able pupils, although it builds on their earlier learning, is not at a high enough level to set the highest aspirations.
- Questioning and the use of discussions are not always effective in involving all pupils and leading them on to think carefully about their responses and organise their thoughts and ideas. This at times hampers the teaching of writing, because pupils do not always plan their sentences and ideas carefully before starting to write.
- Occasionally, teachers do not review pupils' progress sufficiently while they are working and then adjust their teaching to meet changing needs. For example, in a writing lesson some pupils had not understood the instructions for the task and despite trying hard, were not progressing sufficiently and this was not addressed soon enough.
- Overall, however, a review of pupils' current work shows many strengths emerging in teaching. Expectations are rising fast and there is no evidence of the lower standards reflected in recent test results. In particular, pupils consistently present their work well and any gaps in their learning are rapidly being reduced, especially in writing.
- The teaching of pupils' phonic skills (letters and their sounds) is effective. Learning engages and builds rapidly and securely on their earlier learning in the early years.
- Pupils' reading skills are further developed through good opportunities to read regularly, often to well-informed volunteers. Pupil premium funding is used well to provide regular and specialist reading support for disadvantaged pupils, when required.
- There is a good atmosphere for learning in most classrooms and pupils respond well to this with their good behaviour and positive attitudes. Classrooms are well resourced and attractive throughout the school. The development of displays as a source of information and instruction are guiding pupils successfully as they learn, including through the early years.
- Marking and feedback helps pupils to improve their own work well. It is regular and comments are purposeful.
- Work is matched closely to the needs of those who need additional support. Teaching assistants are used well to boost the learning of all abilities and provide specialist interventions, when required. This has a particularly positive impact on ensuring that disabled pupils and those with special educational needs make at least the progress expected of them.
- Stronger links between subjects and the use of more exciting themes are raising the quality of teaching and improving pupils' progress.

The achievement of pupils

requires improvement

- It has taken the last two years for the school to address considerable staffing issues, with a very high turnover at all levels. Although progress has started to rise, the pupils still have some gaps in their knowledge and skills that have not been closed fully. Consequently, the 2014 the National Curriculum test and assessment results for Year 2 and Year 6 pupils were below average, particularly in writing and mathematics. The school did not meet floor targets for Year 6 pupils. Now that the school is in a more stable position, with leadership addressing concerns, improvements in progress, although not yet good, are emerging.
- The tracking of progress, work reviewed and discussions with pupils show that pupils made increasingly good progress through the last year, but too late to mitigate all past issues. There are still some gaps in pupils' learning, particularly in mathematics, which hold them back from making faster progress. In mathematics, these gaps in basic skills lead to some insecurity when solving problems.
- Inspection evidence from pupils' current work and the school's rigorous tracking of pupils' progress show that standards are improving and are largely at expected levels for all groups of learning at both key stages. The progress in writing in particular is rapidly improving, because of the speedy introduction of a rigorous coaching plan for teachers and the new curriculum. Reading is also improving, with stronger teaching of letters and their sounds. Pupils make good gains in understanding phonics and results of national checks for these skills in Year 1 are above average and improving.
- Disabled pupils and those who have special educational needs make progress which is similar to that of other pupils in school from their individual starting points. These pupils are supported well by effective special teaching programmes and well-deployed teaching assistants, so that they develop basic skills well,

especially in reading. As a result, this prepares them well for learning in all subjects. The leadership of special needs has improved provision and ensures that the needs of these pupils are met.

- In 2014, the progress made by disadvantaged pupils was similar to that of other pupils in the school. Their achievement was affected by the same issues as experienced by other pupils. In mathematics and writing their attainment was two terms below non-disadvantaged pupils in school and in reading they were three terms below. They were below non-disadvantaged pupils nationally by three terms in mathematics, four in reading and writing. The school has reviewed how pupil premium expenditure is used. The evidence from inspection shows that the pupils' needs are accurately assessed and additional support is accurately targeted. As a result, the gap in attainment is reducing for many pupils as progress improves.
- The most-able pupils also make progress similar to that of their peers overall. They reach generally above average standards in reading and mathematics, but not the very highest standards for this age. Pupils have largely good collaborative skills and work together well, although at times their work is not hard enough. In Key Stage 2, these pupils sometimes lack the basic skills and accuracy they need to make the most rapid progress.
- Standards of writing are improving rapidly. Although for some pupils the gaps in basic skills remain, they are improving. Teachers are capturing pupils' enthusiasm more, so that pupils now write more imaginatively at length and present their work well.
- Pupils' achievement in reading is stronger than for other subjects. In Year 6 pupils read widely and often. They really love reading. Standards are at expected levels and rising. Pupils read with confidence, expression and enthusiasm. Their comprehension skills are developing through a more challenging curriculum. Pupils, including the less able, talk with maturity about their reading.

The early years provision

requires improvement

- Children enter the early years with skills which are generally typical for their age in all areas of learning. They start Year 1 with largely average standards or slightly above. Their progress requires improvement, as they do not yet make consistently good progress over time. Teaching requires improvement, but under new leadership the provision and teaching is rapidly improving and many children have made much better progress in the first term this year.
- The classrooms are organised successfully and are attractive. Teachers and teaching assistants work well together. As a result, children are engaged in a wide range of activities and generally challenged to try hard. The range and quality of resources has improved well and is supporting better progress.
- Children's early reading and writing skills are promoted well overall. In particular, the promotion of speaking skills as a basis to writing is well established and reflected in the good quality display which is a useful resource for staff, parents and children. Phonics skills are taught well. The children have many opportunities for writing through role play on the story of Goldilocks, for example, and in their den-making.
- Children behave well and feel safe overall. They are busy and active. Very occasionally, they get a little overexcited and giddy, which is not always addressed speedily enough.
- The new leader is starting to address weaker aspects especially, with the introduction of more rigorous methods for assessing children's achievement and these are being applied well. The children's learning journeys and particularly their writing journeys are useful records of children's progress. Staff and parents use these well to build on earlier experiences. The early years leader is developing the outdoor area, but as yet it is not as stimulating and challenging as indoors. However, changes are making better use of the space available and there are good plans in place to improve provision.
- Songs, rhymes and stories are central to the children's learning and make school a rich and memorable experience, preparing them increasingly well for their future 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

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| Unique reference number | 107258 |
| Local authority | Bradford |
| Inspection number | 442174 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 415 |
| Appropriate authority | The governing body |
| Chair | Louis Harvey |
| Headteacher | John Davison |
| Date of previous school inspection | 13 December 2012 |
| Telephone number | 01535 272263 |
| Fax number | 01535 271509 |
| Email address | office@wilsden.ngfl.ac.uk |

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