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25 March 2015

Mr John Davison
Headteacher
Wilsden Primary School
Tweedy Street
Wilsden
Bradford
West Yorkshire
BD15 0AE

Dear Mr Davison

Requires improvement: monitoring inspection visit to Wilsden Primary School, Bradford

Following my visit to your school on 24 March 2015, 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 December 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 inspection the school was also judged to require improvement.

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

- ensure specific focus on and support for improving the quality of teaching and pupils' achievement in Key Stage 1
- focus the work of leaders on checking the effectiveness of their actions through evaluating the difference initiatives are making to pupils' learning
- make sure that where issues are identified they are followed up robustly to bring about improvement.

Evidence

During the inspection, I held meetings with you and your senior leaders, three governors including the Chair of the Governing Body and a representative of the

local authority to discuss the action taken since the last inspection. I evaluated school improvement plan. You accompanied me on a tour of the school and we visited classrooms to look at pupils' learning during which a small selection of pupils' books was scrutinised. I looked at a range of documents, including records of the school's monitoring activities and minutes of governing body meetings.

Context

Since the previous monitoring inspection one teacher has returned from a period of maternity leave. Two teachers are leaving at the end of this term. At the time of my visit, a number of classes were being covered by supply teachers.

Main findings

Improvements, noted at the inspection are continuing to bear fruit, particularly in Key Stage 2. This is most noticeable in pupils' writing where pupils show better presentation and greater resilience which means they write at much greater length. In mathematics, pupils now work on more open-ended questions that are helping to deepen their problems solving skills. However, the support of adults does not always give pupils enough opportunities to think for themselves. Teachers' marking, does not always pick out the most important focus for pupils to improve upon.

Where staffing has been stable, there is evidence of the impact leaders' actions are having on improving outcomes for pupils. However, where there is less stability, most noticeably in Key Stage 1, there remain issues with the effectiveness of teaching and pupils' achievement. Although senior leaders are managing the situation appropriately, pupils' progress, even against the modest targets leaders have set, is fragile. Teachers have received support to improve aspects of teaching; however, improvements have not been embedded because leaders have not followed up issues robustly enough.

In the early years, the leader has correctly identified the need to improve children's ability to think critically and creatively. Plans to improve the provision are focused on improving the resources available particularly in the outside area. Nevertheless, the leader is clear that the role of adults, and their ability to get the most from children's play, is key to securing improvement.

Governors are fully aware of the challenges facing the school. They have taken action to secure greater levels of support and challenge for leaders and have a good grasp of data about pupils' achievement. This has helped them to identify issues in Key Stage 1 and to challenge leaders to address these. They are taking action to find out for themselves how well leaders are checking the work of the school. For example, they have attended meetings to discuss the progress of pupils and visited the school to survey the views of staff. Nevertheless, they accept that this could be refined to ensure that leaders follow up issues robustly and bring about improvement with enough urgency.

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

Support from the local authority mathematics consultant has enabled the subject leader to introduce a strategy to improve the questions and problems pupils are set in lessons. Governors have welcomed improvements in the support and challenge they and the school have received from the local authority. Although local partnership work has supported some teachers, there is little evidence that this has led to sustained improvement in Key Stage 1.

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

Adrian Guy

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
- Contractor providing support services on behalf of the local authority - where appropriate