

Tribal
Kings Orchard
1 Queens Street
Bristol, BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5307
Email: rachel.evans@tribalgroup.com



27 March 2015

Mrs Andrea Sims
Head of Teaching and Learning
Bradford Primary School
Bradford
Holsworthy
EX22 7AB

Dear Mrs Sims

Requires improvement: monitoring inspection visit to Bradford Primary School

Following my visit to your school on 26 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 October 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:

- insert clear targets into the school's action plan for getting to good that detail the expected gains in pupils' achievement, to help leaders and governors check that the planned actions are making a positive difference
- ensure staff are provided with consistent messages on how to improve the quality of teaching and that senior leaders check that weaknesses identified through monitoring are followed up until resolved
- better calculate the gaps between pupils whose progress has stalled and their peers in order to check that the right interventions are provided and pupils helped to catch up quickly.

Evidence

During the inspection, meetings were held with the head of teaching and learning, the executive headteacher, the Governing Body and a representative of the local

authority to discuss the action taken since the last inspection. The school improvement plan was evaluated. The inspector observed pupils working in classes and during small group sessions and scrutinised their work in books. The inspector viewed the school's monitoring records, tracking of pupils' progress and minutes of governing body meetings.

Context

There are currently six vacancies on the governing body. Two governors have left and one new member has joined the federated governing body since the inspection. There have been no staff changes since the inspection.

Main findings

The head of teaching and learning has taken appropriate actions to address the areas of weakness identified at the last inspection. As well as the day-to-day management of the school, she has maintained high standards in her classroom practice. Lessons in the Early Years and Key Stage 1 class are well-organised so that younger pupils continue to make good progress in developing their learning. In a mathematic lesson, I observed Year 2 pupils making good progress as they moved quickly on from 2 digit numbers to tackling 3 digit numbers and adding them together confidently.

In pupils' books across the school we saw evidence of a more consistent application of marking. Pupils were gaining in confidence because teachers' comments picked up what they had done well. Marking in Key Stage 2 is more effective in mathematics because pupils are often provided with helpful guidance and the next steps to better mathematical work. Marking of pupils' writing is less effective, it does not regularly let pupils know how to improve their written work.

The frequency and rigour of monitoring have increased since the inspection but have not yet improved the overall quality of teaching. Monitoring by a number of external consultants and leaders from other schools has resulted in staff receiving differing advice and guidance. As a result, some staff are unsure of the key priorities to focus on to develop their practice. For example, in trialling new strategies to provide greater challenge for more able Year 5 and 6 pupils in Literacy, work set for younger pupils in the class has been too difficult. We saw how pupils were expected to introduce causal conjunctions and relative clauses in their writing, but this was pitched inappropriately for some of the Year 3 and 4 pupils in the class.

Senior leaders are reviewing the way that some pupils are provided with additional support so that they catch up with their peers. Leaders are beginning to develop a

more accurate tracking of pupils' progress to check that additional support is making a difference. The change to a more responsive and flexible approach to providing support is at a very early stage of development. However, I observed a new

approach in action where a small group of pupils were developing their reading skills well, and being encouraged to tackle unfamiliar words and answer questions.

The executive headteacher and governing body are looking to appoint an additional senior leader to speed up the pace of improvement but also to ensure priority areas for development are clearly communicated to staff and followed up sequentially. The governing body acted promptly to the review of governance and the school's use of pupil premium. A good start has been made in drawing up a calendar of events and allocating governors with specific responsibilities. For example, an experienced governor has taken on additional responsibility to monitor the impact of pupil premium spending in each school across the federation. Through external monitoring, governors have an increased understanding of the school's strengths and weaknesses. The school's plan for getting to good does not have clear achievement targets which makes it more difficult for governors and senior leaders to know if actions are making a difference.

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

The local authority has brokered additional support for the school that has increased the level of monitoring. Subject leaders in mathematics and literacy have visited the school to observe practice and have provided detailed reports highlighting strengths and areas to develop. Individual members of staff have had opportunities to visit a neighbouring school and witness high quality teaching and observe small groups of pupils receiving additional support. Senior leaders from a partner school have helped to review the school's support for pupil premium and for pupils whose progress has stalled. However, the external support has had limited impact because the school does not currently have a senior leader with time free from teaching commitments to ensure staff receive consistent messages and to more rapidly drive improvement.

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

Yours sincerely

Mark Lindfield
Her Majesty's Inspector