

Riddlesden St Mary's CofE (Aided) Primary School and Nursery

Grange Road, Riddlesden, Keighley, West Yorkshire BD20 5AB

Inspection dates	22–23 June 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has high expectations of pupils and staff. As a result, pupils' outcomes and the quality of teaching have improved over time and are now good. Staff morale is high in the school.
- Pupils, including disadvantaged pupils, make good progress in reading, writing, mathematics and a wide range of other subjects.
- Teachers plan interesting tasks that engage pupils well. Work set matches pupils' needs and abilities and helps them make good progress.
- Pupils' spiritual, moral, social and cultural education is a strength of the school. Pupils are friendly and treat adults and each other with respect.
- Pupils say they enjoy school and that they are safe in school. They behave well around the school and have good attitudes to learning.
- The provision in the early years is good. Children make good progress because of good leadership and good teaching.
- Systems for checking teachers' performance are good. Clearly identified professional development and support for staff has resulted in good teaching and good progress for pupils.
- Governors and the national leader of education have supported and challenged leaders well. They have been instrumental in ensuring that the overall effectiveness of the school is good.

It is not yet an outstanding school because

- Occasionally, pupils' learning is not checked sufficiently well to adjust work and provide greater challenge to deepen learning.
- Disadvantaged pupils' attendance is below average.
- There are times when pupils do not respond to feedback from marking and, as a result, their progress slows.
- Pupils do not have sufficient opportunities to use their mathematical skills in other subjects.
- Subject leaders have not ensured there are enough opportunities for pupils to write at length, especially in history and geography.
- In the early years, boys' writing skills are not as well developed as those of girls.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching to make sure pupils' progress is outstanding by:
 - checking pupils' learning thoroughly, and swiftly adjusting the challenge in work, particularly for the most able pupils in reading
 - ensuring pupils respond to feedback from marking
 - increasing opportunities for pupils to apply their mathematical skills across a wide range of subjects
 - making sure pupils write at length in history and geography to deepen their understanding
 - strengthening outcomes in writing for boys in the early years.
- Increase the impact of leaders and managers by ensuring that:
 - the attendance of disadvantaged pupils improves to at least average, so they benefit more fully from school
 - subject leaders check the quality of learning more thoroughly across a wide range of subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher and governors have taken decisive action to strengthen the quality of teaching and pupils' outcomes so they are good. They have sought appropriate advice to ensure that the actions they are taking are having the desired effect. Staff are giving leaders their full support in improving the school and morale is high. As a result, the overall effectiveness of the school has improved since the previous inspection and is now good.
- There are thorough and very effective systems to check the performance of staff. Underperformance has been challenged effectively to ensure that teaching is resulting in good outcomes for pupils. Good training and support are provided from both inside and outside the school. The local authority has supported the school with the teaching of early reading and outcomes have improved. The school uses its assistant headteachers to coach and support teachers to strengthen their skills and smooth out any unevenness in the quality of teaching.
- Recently qualified and newly qualified teachers are given good support to help them develop good teaching skills. Teaching assistants have a performance review system which links to their career aspirations and professional development. This is a good example of the school's commitment to equality of opportunity for all.
- Senior leaders have put in place appropriate systems to support improvement. Along with subject leaders, they consider a wide range of information to determine the quality of teaching accurately. However, not all subject leaders are thorough enough in checking pupils' work to ensure they are making strong progress.
- The curriculum makes a good contribution to pupils' outcomes and their personal development, behaviour and welfare. Pupils develop good skills in reading, writing and mathematics. Pupils enjoy enrichment sessions when they take part in a wide range of work such as additional music, cooking, knitting and outdoor education. There are good opportunities for pupils to learn from visits and additional activities outside school hours.
- Leaders are passionate about the school's values and promote them exceptionally well. As a result, pupils develop a clear understanding of democracy, law, freedom, liberty, tolerance and respect. Pupils are developing a good understanding of rights and responsibilities and what it means to be a good citizen in Britain today.
- The school promotes pupils' spiritual, moral, social and cultural development strongly. There are good opportunities for pupils to cooperate in learning and problem solving, and to reflect on their actions and how well they contribute to the community. They have an acute sense of what is right and wrong and that friendship and trust are key values within their community. There are good opportunities for art, music and finding out about life in other parts of the world.
- The pupil premium funding, additional government funding for disadvantaged pupils, is used very effectively for these pupils as they make good progress in their learning. They benefit from additional teaching support, and visits to places outside of school are subsidised. The funding is also being used to strengthen attendance for these pupils, although leaders still have work to do to ensure disadvantaged pupils attend well.
- The primary school sports funding is used well. Pupils are keen to engage in sport, including football, rounders, karate and cheerleading. Pupils are active at both break and lunchtime.
- The national leader of education has provided strong support and guidance to leaders and governors. As a result of her efforts, leadership has the capacity to improve the school further and governors are very ambitious for the school. The local authority took effective action in gaining the support of the national leader of education and checked the school's progress regularly. As a result of this very effective support, the overall effectiveness of the school has improved and is now good.
- **The governance of the school**
 - Governors are very astute and have focused strongly on establishing good leadership and capacity for further improvement. Governors have an accurate understanding of the performance of all groups of pupils and how this compares to other schools nationally. Through regular visits to the school, governors make sure they have a good insight into its strengths and areas for improvement. They are challenging and ambitious and well led by the chair of governors.
 - Governors have sought good training opportunities to ensure they have the necessary skills to fulfil their statutory responsibilities. Governors check the finances of the school and know that the sports

funding and pupil premium funding are used well to benefit pupils. Governors link teachers' performance to pay and have supported the headteacher in her desire to strengthen teaching.

- The arrangements for safeguarding are effective. Staff are appropriately trained and are vigilant. Leaders work with external agencies and parents to ensure that children are safe. There is good record-keeping and appropriate actions are taken to keep children safe. Governors check the quality of the school's work in safeguarding children and know that it is effective. The safety and safeguarding of children attending the school's breakfast club and after-school clubs is secure.

Quality of teaching, learning and assessment is good

- Good teaching across the school is helping pupils learn well to gain good knowledge, skills and understanding in a wide range of subjects.
- Teachers plan interesting tasks for pupils to complete. Pupils enjoy sharing ideas and helping each other with their learning. Expectations are high and the quality of handwriting and presentation is usually of a high standard.
- Good questioning helps pupils to deepen their understanding. Pupils are keen to respond and give extended answers that are then used to test out the understanding of others in the class.
- Work set is matched well to the needs and abilities of pupils. Teachers' good understanding of pupils' previous learning enables them to set appropriately challenging work and to support pupils well to help them make good progress.
- Pupils' work is checked regularly in class to clarify misconceptions and to provide additional challenge when necessary. Occasionally, opportunities to provide greater challenge for the most able pupils are missed and, although learning is good, it is not outstanding. Very occasionally, when the work is not challenging, a few pupils lose concentration but do not disturb others.
- Teachers adhere to the school's policy for marking and feedback, which is supporting good learning. Pupils respond well to the advice they are given and this contributes to their good progress. Occasionally, teachers do not ensure that pupils respond to their good feedback and this slows pupils' progress as some errors are repeated in mathematics or suggestions to develop advanced writing skills are not taken up by pupils.
- An analysis of pupils' work showed that the quality of learning in reading, writing and mathematics is consistently good across the school.
- Inspectors noted that there is good-quality work across a range of subjects, particularly in science. However, opportunities for pupils to apply their mathematical skills across a wide range of subjects are not well developed. In history and geography, pupils have too little opportunity to practise their skills in extended writing.
- Teaching assistants make a good contribution to pupils' learning both inside and outside the classroom. In particular, their skilled work in the school's enrichment sessions promotes pupils' good learning and good behaviour. Good relationships between adults and pupils feature strongly in each class. The experiences planned for pupils contribute well to their spiritual, moral, social and cultural development.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils listen to others' opinions well and show great respect for each other. They are polite, courteous and welcoming to visitors.
- Pupils understand the school's values very clearly. Each of the school's houses is named after a value. Inspectors found children respecting each other, being friendly, caring and giving honest opinions about the school and its work. Pupils told inspectors that 'it is important to respect everyone because everyone is special'.
- Pupils are confident in expressing their views and there are many good opportunities for them to do so in lessons. For example, during the inspection, pupils were debating the European referendum. Pupils vote for their school council and this is a good introduction to democracy. The school's values, and work in lessons and assemblies, are preparing pupils well to take their place in modern Britain.
- Pupils are very clear about what constitutes bullying and are confident that the school does not tolerate it and takes effective action should it occur. School records show bullying is rare and pupils confirm this.
- Pupils told inspectors that they enjoy school and they are safe. They are clear about how to adopt safe

practices when working with technology and using the internet. Pupils know that they should not respond to unknown email contacts and should inform their parents or teachers if this happens.

- Pupils have good opportunities to participate in activities that will keep them fit and healthy. A good range of visitors from the local police, fire brigade and other agencies promotes good personal development and welfare. During the inspection, members of St John's Ambulance were helping Year 4 pupils to learn about first aid.
- School leaders have very effective systems in place to support pupils' welfare and safety, particularly the safety of the most vulnerable pupils. The school provides opportunities for pupils to discuss their emotions and to share any problems or worries that they might have.
- Parents and staff are very confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- The school is a calm and orderly place where pupils manage their conduct well both inside and outside the classroom. Pupils are very well behaved in the dining hall. In the playground, pupils line up quickly at the end of lunch and breaktimes to arrive punctually to their lessons.
- Pupils enjoy opportunities to work together in class and to share ideas with others. Their attitudes to learning are good as they are keen to learn. Very occasionally, when they are not challenged well or the pace of the lesson slows, a few pupils can lose concentration.
- Pupils know what is expected of them and behave well. They say that they believe behaviour is good around the school and in lessons. Pupils say that the school's work in resolving disputes between pupils, through discussion and the use of the school's values, has helped them to settle disagreements much better.
- Overall, attendance is average and improvements have been noted this year. With the support of their parents, pupils are punctual to school. During the two days of the inspection, attendance was high. The attendance of disadvantaged pupils is improving, although it remains below average. A small number of disadvantaged pupils are not benefiting as well as they might from the good education provided by the school.
- The school environment is well cared for and is litter free. Displays of pupils' work and other educational displays interest pupils and promote good learning.
- Staff believe behaviour is good in school. Parents agree and believe that their children enjoy school.

Outcomes for pupils

are good

- Since the previous inspection, the leadership has tackled weak teaching to ensure pupils are making good progress especially in reading, writing and mathematics. Pupils are also making good progress in a range of other subjects.
- Pupils' starting points in key stage 1 are improving because of better outcomes in the early years. Pupils make good progress in key stage 1 and attainment is improving.
- In key stage 2, pupils' progress since the last inspection has been improving and is now good. In particular, reading has improved this year to be good because of improvements in the quality of teaching and leadership. Both writing and mathematics have continued to be good after good outcomes in 2015.
- An analysis of current pupils' work across the school showed that overall progress in reading, writing and mathematics is good. Where there are small pockets of inconsistent progress, leaders are quickly providing additional support for pupils to catch up, as well as coaching for staff to strengthen their teaching. Pupils are making particularly good progress in science. In history and geography, pupils are not demonstrating strong progress as they are not deepening their knowledge, skills and understanding through writing at length.
- There are exceptionally few pupils who are new to English, so meaningful comparisons between their progress and that of their classmates cannot be made. However, those pupils who speak English as an additional language are making similar progress to others in the school.
- The most able pupils are challenged well and make the same progress as similar pupils nationally and attain equally well. The school enters these pupils into local mathematical challenges and this benefits them well. They are set challenging tasks and teachers' expectations are high. However, they could benefit from greater challenge in reading to reach the very highest standards.
- Pupils who have special educational needs or disability make similar good progress to other pupils. Their needs, some complex, are assessed well and good information is available to staff in order to plan work to match their learning needs.
- Disadvantaged pupils make similar, and occasionally better, progress compared to others in the school

because of the good teaching and support they receive. Lunchtime and breaktime sessions are in place to help those who do not attend well to catch up. In 2015, all the disadvantaged pupils made at least expected progress in reading, writing and mathematics with many making even better progress. Attainment gaps between disadvantaged pupils and others, both in school and nationally, closed by the end of Year 6.

- Both boys and girls make good progress. There is no consistent pattern in their attainment.
- The school is promoting reading well. There have been improvements in the teaching of early reading skills to link letters and sounds more effectively. Currently, the Year 1 screening check for reading shows average attainment for pupils, which is a strong improvement in comparison to last year. Pupils are keen to read to adults and it is clear that they read widely and often. Pupils read at home and are fluent and confident readers by the end of Year 6. There are many opportunities for pupils to use their good reading skills regularly in a range of subjects.

Early years provision

is good

- Children are safe and happy because of the secure procedures that exist in the early years provision. Relationships are strong and lead to children being confident, independent and inquisitive.
- Most children enter the early years provision with skills that are below those typical for their age. Communication and language skills are the least well developed. Leaders' good focus on developing speaking, listening and understanding skills helps children catch up quickly.
- Changes in leadership and staffing since the previous inspection have led to the proportion of children attaining a good level of development increasing year on year. This year, at the end of Reception, the proportion attaining a good level of development is average, with a good proportion exceeding expectations. Currently, children are making good progress throughout the provision.
- Children are well prepared for entry to Year 1 through well-planned sessions that promote good literacy and mathematical skills. Girls take up the many good opportunities to write about their interests and their skills are developing well. However, further work needs to be done to strengthen boys' writing skills.
- Teaching is good and has a positive impact on the progress that children are making. Adults have a good understanding of children's interests and skills, which ensures the curriculum meets the needs of children. There are good opportunities for children to engage in interesting work that excites them, particularly in the 'science laboratory'.
- A wide range of activities make a good contribution to children's spiritual, moral, social and cultural awareness. Children follow the instructions of adults and cooperate well with each other. They enjoy working and playing together, especially in role play. Children's personal development, behaviour and welfare are good.
- The leader checks the quality of teaching and children's progress regularly. She has a clear understanding of the actions needed to improve the provision further. She is aware that, over time, the few disadvantaged children in the provision needed to have their progress strengthened and has put in place appropriate support that is helping them to make good progress to narrow gaps in attainment between them and others. There are too few children who have special educational needs or disability to make meaningful comparisons between their progress and that of others.
- Parents are kept well informed about the progress their children are making. There are opportunities for them to see their children learning in the provision and for them to share their views on their child's learning at home. Children's learning journals show clearly the experiences children are having through the large amount of photographic evidence. The journals provide good information to parents and teachers about children's next steps for learning.
- All the appropriate welfare and safeguarding requirements are met.

School details

Unique reference number	107340
Local authority	Bradford
Inspection number	10011962

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	The governing body
Chair	Gordon Dey
Headteacher	Linda Wright
Telephone number	01525 210 002
Website	www.riddlesdenstmarys.net
Email address	office@riddlesdenstmarys.co.uk
Date of previous inspection	19 March 2014

Information about this school

- The school is much larger than the average-sized primary school.
- There are more boys than girls in the school.
- The proportion of disadvantaged pupils supported through the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children looked after by the local authority.
- Most pupils are from Asian backgrounds. The majority of pupils speak English as an additional language.
- The proportion of pupils who have special educational needs or disability is below average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is average.
- The school meets the government's current floor standards, which are the minimum expectations for attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- Children in the early years receive part-time education in the Nursery. In Reception, they receive full-time education.
- The school organises a breakfast club for its pupils.
- The school holds a Sports Active mark.
- The school receives support from a national leader of education who was initially at Ryecroft Academy, an outstanding school, and who is now at Bradford Academy. The work has focused on supporting leadership in the school and strengthening governance in the school.
- There has been significant change to leadership and staffing in the school since the previous inspection. An interim headteacher and deputy headteacher were appointed in September 2014 and their positions were made permanent in May 2015. Two assistant headteachers were appointed to strengthen the capacity of leadership. There has also been significant change to the membership of the governing body, including a new chair of governors.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Five observations were undertaken jointly with the headteacher and deputy headteacher.
- Throughout the two days of the inspection, inspectors spoke with pupils about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in their books.
- An inspector held meetings with the chair of the governing body and three other governors. The lead inspector held a meeting with a representative of the local authority and the national leader of education.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, a number of key school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed 12 responses to the online questionnaire for parents (Parent View) and a school questionnaire for parents. Inspectors spoke with parents at the start and end of the school day.
- There were 23 staff questionnaires completed and considered by inspectors.

Inspection team

James McGrath, lead inspector	Ofsted Inspector
Mujahid Ali	Ofsted Inspector
Timothy Scargill	Ofsted Inspector

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