

# Sandal Primary School

West Lane, Baildon, Shipley, West Yorkshire BD17 5DH

## Inspection dates

28–29 June 2016

## Overall effectiveness

## Requires improvement

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Outcomes require improvement because, from their starting points, pupils are not making good progress in writing and a range of subjects across key stage 2.
- The quality of teaching in key stage 2 requires improvement. Expectations are not high enough and there is not enough challenge to help pupils make good progress, especially in writing, science, history and geography.
- Across key stage 2, teachers' explanations vary in some subjects as their subject knowledge is not strong. Feedback given for improvement is not sufficiently precise and pupils' progress is not good.
- There are too few opportunities in science, history and geography for pupils to write at length to deepen their knowledge and understanding and make good progress in key stage 2.
- Subject leadership is inconsistent as it has not ensured good teaching across a range of subjects in key stage 2. The checking of pupils' work is not thorough enough to support good learning.
- Subject plans for improvement do not show clearly how the changes to be made will improve the quality of teaching and pupils' learning.
- Over time, leaders and governors have not ensured that pupils' outcomes and the quality of teaching are good across the school.

### The school has the following strengths

- Outcomes for pupils in reading and mathematics are good across the school as there is good teaching in these subjects.
- The quality of teaching and leadership in the early years and key stage 1 are good. As a result, outcomes are good in these key stages.
- Pupils say they are safe in school and enjoy school. Parents are very positive about the safety and welfare of their children.
- Pupils have positive attitudes to learning and conduct themselves well around the school. The school's core values support pupils' good personal development and welfare.
- The headteacher and governors know the strengths and the weaknesses of the school. Morale is high and staff are supportive of the changes being made to improve the school.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching throughout Years 3 to 6 so that it is at least good in all subjects and ensures good progress for pupils, by:
  - increasing expectations of what pupils can do so that presentation and the quality of pupils' work are at least good across all subjects
  - challenging pupils consistently well to ensure that more pupils, of all abilities, make better than expected progress, particularly in writing, science, history and geography
  - giving clear and precise explanations that help pupils understand their learning more fully across a wide range of subjects
  - making sure pupils' inaccurate spelling is corrected to develop high-quality writing
  - making sure pupils write at length to develop deep knowledge and understanding of what they are learning, particularly in science, geography and history.
  
- Increase the impact of leaders and managers by ensuring that:
  - the quality of teaching and pupils' progress are good across each key stage
  - all subject leaders are thorough in checking the quality of pupils' work and teacher feedback to make sure pupils make good progress, especially in key stage 2
  - teachers' subject knowledge in a range of subjects in key stage 2, including writing, is upgraded to help pupils to make better than expected progress
  - teachers provide incisive subject feedback that develops pupils' good learning, especially in writing and a range of subjects
  - subject leaders are crystal clear about how planned actions will contribute to improvements in teaching and pupils' progress.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- Over time, the headteacher and governors have had to manage considerable changes to teaching staff and reorganise aspects of leadership. Despite changes being made, inconsistencies remain in the quality of teaching across key stage 2 and in leadership. The effectiveness of leadership requires improvement as outcomes for pupils and the quality of teaching across key stage 2 are not yet good.
- The impact of middle leadership, particularly subject leaders, is inconsistent. They are not checking pupils' work thoroughly enough to ensure it is good in all subjects in key stage 2. Their plans for improvement are not focused well enough on how actions taken will result in improvements to the quality of teaching and learning.
- Leadership in the early years and key stage 1 is good and leads to good outcomes.
- The headteacher has transformed the climate of the school and staff morale is high. Teachers and leaders are supportive of the headteacher's ambition to improve the school. Parents say they recognise that the school is improving as a result of the determined leadership of the headteacher. Pupils also say the school is a better place to be, and their attitudes to learning have improved since the previous inspection.
- The arrangements for checking the performance of teachers are thorough. A wide range of information is used to check teachers' performance and the headteacher uses this skilfully to arrange training and support to develop teaching and leadership. She has used judicious external support to coach leaders and support teachers, although this is recent and the full impact of this work has yet to be seen.
- Teaching assistants have a performance review system which is helping them to have a good impact on pupils' learning. The system considers their career aspirations and any necessary professional development. This is a good example of the school's commitment to equality of opportunity for all.
- Newly qualified teachers are receiving good support from the school in their professional development.
- The curriculum provides an effective focus on the development of mathematical skills and reading. Pupils study a wide range of subjects. There is additional time planned to support the least able and disadvantaged pupils in their learning. The most able pupils have good opportunities to participate in a local mathematics challenge competition to strengthen their skills. There are good opportunities for pupils to visit places of interest, take part in drama and play in the orchestra.
- Pupils' spiritual, moral, social and cultural understanding is developed well throughout the curriculum. The school's 'roots of learning', six statements that link learning behaviours and the school's values, promote British values well. For example, one of the 'roots of learning', 'daring to be different', considers many aspects of cultural diversity and other differences in society.
- The primary sports funding is used effectively to promote pupils' engagement in sport. Pupils were proud to talk about the opportunities to engage in competitive sport and their successes.
- The pupil premium funding is used effectively. It ensures that disadvantaged pupils are involved in all aspects of school life and they receive effective additional teaching support. The school's family learning mentor has developed good links with parents to ensure they engage well in parents evenings.
- The local authority checked the progress of the school meticulously after the previous inspection. The local authority supported governors in strengthening their practice and holding the school to account. However, as the school strengthened and the local authority's view of the school became more positive, the support was not sustained. As a result, the overall effectiveness of the school has not improved since the previous inspection.
- **The governance of the school**
  - Governors make a good contribution to the leadership of the school. They have a clear understanding of the strengths of the school and what needs to be done better. Governors recognise improvements since the previous inspection and acknowledge the inconsistencies in teaching in key stage 2. They are ambitious for the pupils.
  - Governors check pupils' progress against national information and know how various groups of pupils are achieving. They challenge and support the headteacher and other leaders to improve. They check the finances of the school and have a good understanding of the impact of the pupil premium and sports funding. They are very clear about the way in which teachers' performance links to pay and have supported the headteacher well in tackling underperformance.
- The arrangements for safeguarding are effective. Staff and governors are clear about procedures to safeguard children and are vigilant. Governors check arrangements for safeguarding in school and the

breakfast club. They know that links with parents and external agencies ensure that pupils are safe. Governors make sure that safeguarding is checked at their meetings.

## **Quality of teaching, learning and assessment** requires improvement

- The headteacher and governors have made a concerted effort to improve the quality of teaching but a large amount of turbulence in staffing has hindered them. The quality of teaching in key stage 2 is not consistently good and requires improvement. Teaching is good in key stage 1. However, the weaknesses in key stage 2 mean that teaching overall requires improvement as pupils are not making good progress in writing and a range of other subjects.
- Not enough pupils make better than expected progress in writing because teaching does not challenge them sufficiently. Pupils' presentation varies as teachers do not consistently expect the highest standards of work. Too little is expected of pupils in subjects other than reading and mathematics. This leads to pupils' knowledge and understanding not developing well, especially in writing, science, history and geography.
- In key stage 2, teachers' explanations vary in quality and when they are not sufficiently clear the pace of pupils' learning slows. Teachers' subject knowledge is not sufficiently secure in some areas of learning. As a result, pupils are not well challenged and guided to help them to make good progress and they do not gain good knowledge and understanding of what is being learned. Inspectors noted pupils' enjoyment of music and their good subject knowledge.
- Overall, across the school, the teaching of mathematics and reading is good and pupils make good progress in these subjects. Good advice and support from leadership has enabled temporary teachers in key stage 2 to teach reading and mathematics well. There are good opportunities for pupils in both key stages 1 and 2 to read regularly in class. This, along with good questioning, ensures good understanding of what is being read.
- An analysis of pupils' work across key stages 1 and 2 in science, history and geography topics showed good progress for pupils in key stage 1. However, in key stage 2 there were too few opportunities for pupils to write at length to deepen their understanding of what they are learning and to hone their writing skills. Also, inspectors noted insufficient challenge and a lack of precise subject feedback to strengthen and deepen pupils' understanding to help them make good progress.
- An analysis of pupils' work in mathematics in key stage 2 showed that, generally, teachers plan to provide additional challenge for pupils. This helps pupils make good progress. In writing, pupils are expected to improve the quality of what they are doing by re-drafting. Inaccurate spelling is not challenged effectively to strengthen the quality of writing.
- In line with the school's policy, teachers mark pupils' work regularly and give them feedback for improvement. This leads to good progress in mathematics and reading, but not in writing and other subjects. This is because feedback in these areas lacks precise subject guidance and is not challenging enough to ensure good progress.
- Teaching is good in key stage 1 as expectations are high, work is pitched and varied appropriately for pupils and good gains are made in knowledge, skills and understanding. Subject knowledge is good and enables teachers to challenge pupils effectively to make good progress.
- Teaching assistants make a good contribution to pupils' learning. The good training they have received since the last inspection has increased their ability to support pupils well.
- Good relationships and mutual respect are strong in all classes and this helps lessons flow smoothly.

## **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 are polite, courteous and respectful to each other and to visitors. All of the pupils told inspectors how much they enjoy and feel safe in school. They said they 'care for each other and teachers are always available if there are any problems'.
- Pupils are clear about what is expected of them and know the school's core values well. They are friendly and caring to each other and are keen to play and work together.
- Pupils are proud of their school and would recommend it to others. They are smart in their uniform and most

take pride in their work. There are many examples of high-quality presentation but when teachers' expectations are not high enough, presentation can 'slip', particularly with pupils in key stage 2.

- Pupils know how to keep safe, fit and healthy. They explained how much they enjoyed sport and the 'health week' organised earlier in the year. They were clear about how this had helped them to understand emotional and mental health issues. Pupils said that if they had any worries adults would always listen to them and each class has a box where pupils post 'wonders, worries and wishes' that teachers check and act on.
- Pupils said there was very little bullying and they were confident it was always 'sorted out quickly'. School records indicate that bullying is rare. The school educates pupils well in how to stay safe when using the internet. Pupils were clear not to pass on personal information when using the internet and to report any email communications that might be from unknown people.
- The school's personal, social and health education programme supports pupils' good understanding of care, friendship, tolerance, respect, diversity and democracy. Pupils vote for their school council, known as the 'junior leadership group'. Those wanting to be junior leaders have to present their manifesto. Junior leaders told inspectors how well they are listened to and how they 'help to make decisions in school such as which charities to collect for'.
- School leaders have good systems in place to support pupils' welfare and safety. Effective safety and safeguarding arrangements are in place for children attending the school's breakfast club.
- Parents are very confident their children are safe and well cared for in school.

### **Behaviour**

- The behaviour of pupils is good.
- Pupils conduct themselves very well around the school, moving quietly, safely and quickly to and from class. They line up in an orderly manner at the end of break and lunchtimes and make their way quickly to lessons. Inspectors noted how well pupils play together at break and lunchtimes.
- In class, behaviour is good. Pupils cooperate well with each other, their teachers and other adults. Pupils' attitudes to learning are good when they are appropriately challenged by the work set. However, in key stage 2, pupils can lose concentration very occasionally.
- Attendance is above average. There are very few pupils who are regularly absent from school. Parents make a strong contribution to pupils' punctuality with very few pupils late for school. During the two days of the inspection attendance was high.
- The school is free of litter and the environment is well cared for. Interesting educational displays and displays of pupils' work are well respected by pupils.
- Pupils say they believe behaviour is good. Parents and staff are very confident that behaviour is good.

### **Outcomes for pupils**

### **require improvement**

- Currently, and over time, the quality of teaching in key stage 2 has not been good enough to ensure that pupils make good progress in writing and in a wide range of subjects. Some pupils have had several different teachers and this has not supported good learning in writing and across a number of subjects.
- In 2015, pupils made expected progress in writing but too few made more than that. Currently, pupils' work across Years 3 to 6 shows expected progress in writing with inconsistent challenge for pupils to do better, including the most able.
- An analysis of work across key stage 2 in science, history and geography shows that pupils are not making good progress. Pupils, including the most able, have too few opportunities to deepen their knowledge in these subjects because teachers' expectations are not high enough and work is insufficiently challenging.
- During a period of staffing turbulence in key stage 2, the headteacher has focused efforts on developing good levels of progress in reading, writing and mathematics. She has been successful in ensuring good progress for all groups of pupils in reading and mathematics but not writing. The teaching of writing, science, history and geography in key stage 2 is not leading to good pupil progress.
- Pupils' progress in reading across key stages 1 and 2 is good for all groups of pupils. Pupils are keen to read and say they read a lot in school and at home. Parents make a good contribution by listening to their children reading regularly. In school there are daily opportunities for children to read and to use the new library facility each week. Children have a good understanding of what they are reading and the teaching of early reading skills is good. The proportion of pupils reaching the required standard in the Year 1 screening check for reading is high. Across the school the teaching of reading is good.

- Pupils make good progress in key stage 1 because of consistently good teaching. From above average starting points at the beginning of Year 1, attainment by the end of Year 2 is well above average in reading, writing and mathematics.
- Disadvantaged pupils attain as well as other pupils in school in key stage 1. Their attainment is better than other pupils nationally in reading, writing and mathematics. At the end of key stage 2, in 2015, gaps in attainment narrowed for disadvantaged pupils in reading, mathematics and English grammar, punctuation and spelling. Gaps did not close in writing. Currently, in key stage 2, pupils' work shows that disadvantaged pupils are making similar progress to others, with further work to be done to strengthen attainment in writing.
- There are few pupils who have special educational needs and/or disabilities. Overall, they make similar progress to other pupils even though some have complex needs. Leaders identify pupils' needs clearly and teaching assistants have been trained well to provide good support.

## Early years provision

is good

- Good arrangements for children to visit the provision before starting either in Nursery or Reception help them settle in well. There are highly positive relationships with parents who are encouraged to work in partnership with the school. This leads to staff knowing children well and being able to match work to children's needs and interests. Children are safe and happy in this well-organised provision. Parents confirm that their children enjoy school.
- Most children enter Nursery with skills that are typical for their age and some with skills that are above typical. In particular, children have good communication and language skills. Over time, there have been exceptionally few pupils who are disadvantaged or who have special educational needs and/or disabilities.
- Children make good progress throughout the provision. The proportion of children attaining a good level of development is above average by the end of Reception with a good number of children exceeding expected attainment.
- Teaching is good. Adults assess children's learning well and plan interesting tasks for them to engage with both indoors and outdoors. Skilful planning, support and questioning allow children the freedom to explore independently and learn well. Tasks set have a good level of challenge for the children and adults' expectations are high.
- Children's personal development, behaviour and welfare is very well developed. Children have very positive attitudes to learning. They concentrate well, quickly follow instructions from adults and enjoy the many opportunities to work in small groups and all together. Adults are very effective role models for children. As a result, children treat each other with respect. They cooperate well together, sharing tasks and helping each other with their learning. There are well-planned opportunities for children to learn how to care for themselves, stay healthy and keep fit. Visitors from the wider community such as the school nurse, firefighters and a doctor add to children's good development.
- The curriculum provides good opportunities for children to develop their interests and curiosity. Children develop good mathematical and literacy skills. They are keen to explain what they are learning and confident in explaining their ideas and answers. Adults promote good development of communication and language skills through the use of challenging vocabulary.
- Leadership of the early years is good. There is accurate assessment of children's progress and good checking of the quality of teaching and learning. The leader has a good understanding of the strengths in the provision and what needs to be done to further develop pupils' outcomes. For example, she identified that girls' writing is of a very high standard but more needed to be done for the boys. This year, specific activities have been planned to develop boys' writing and these are working well in strengthening their writing even further.
- Safeguarding procedures are effective and all relevant requirements are met.
- Children are very well prepared for the next stage of their education.

## School details

<b>Unique reference number</b>	107287
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10012032

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	452
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Moore
<b>Headteacher</b>	Louise Dale
<b>Telephone number</b>	01274 598115
<b>Website</b>	<a href="http://www.sandalprimarybaildon.co.uk">www.sandalprimarybaildon.co.uk</a>
<b>Email address</b>	<a href="mailto:office@sandal.bradford.sch.uk">office@sandal.bradford.sch.uk</a>
<b>Date of previous inspection</b>	24 June 2014

## Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils supported through the pupil premium is half the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are of White British heritage. There are exceptionally few pupils who speak English as an additional language.
- The proportion of pupils who have support for special educational needs and/or disabilities is well below average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is below 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 holds an Engaging Families award.
- There have been significant changes in teaching staff since the previous inspection.
- The school organises an early morning breakfast club.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Two observations were undertaken jointly with senior leaders.
- Throughout the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors listened to pupils reading. They reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- An inspector held meetings with the vice-chair of the governing body and one other governor. She also had a telephone conversation with the chair of the governing body.
- The lead inspector held a meeting with a representative of the local authority.
- 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 124 responses to the online Ofsted questionnaire for parents (Parent View).
- There were 34 staff questionnaires completed and considered by inspectors.
- Inspectors considered 16 responses to the online pupil questionnaire.

## Inspection team

James McGrath, lead inspector	Ofsted Inspector
Christine Turner	Ofsted Inspector
Tracy Fulthorpe	Ofsted Inspector



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