

# Addingham Primary School

Bolton Road, Addingham, Ilkley LS29 0NR

## Inspection dates

12–13 July 2016

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
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

- This is a much-improved school. The headteacher, together with other leaders, provides highly effective leadership. There is a clear sense of vision and direction which is shared by everyone associated with the school.
- Pupils make strong progress from their different starting points across a broad range of subjects. The progress made by disadvantaged pupils and those with special educational needs and/or disabilities is similar to that of other pupils in the school.
- The quality of teaching has improved and is now good. Higher expectations and regular checks have 'raised the bar'. Good professional development opportunities are supporting teachers to continually improve their practice.
- The excellent curriculum provides many exciting and stimulating opportunities. Pupils develop a strong understanding about their place within a diverse and multicultural society.
- Pupils' personal development and welfare are outstanding. Pupils develop as self-assured and caring young people. They welcome responsibility and make a considerable contribution to the effective running of the school.
- Behaviour in the school is impeccable. Pupils are kind to one another and courteous to visitors. They enjoy learning and apply themselves diligently across the day.
- The early years provision enables children to get off to a good start at the school. They settle quickly and make good progress in the Reception class.
- Governance of the school has improved considerably. The governors are well placed to provide robust scrutiny and challenge because they hold a detailed knowledge of the school's performance.

### It is not yet an outstanding school because

- A small amount of teaching does not lead to substantial and sustained progress over time.
- Some learning activities in the early years do not engage children or sustain their interest sufficiently.

## Full report

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

- Continue to support and develop the practice of less experienced teachers so that the quality of their teaching matches the best in the school.
- Ensure that learning activities in the early years consistently build upon what children already know and can do, by:
  - ensuring assessment information is utilised effectively when planning learning activities
  - reviewing the transition arrangements from the Reception class to Year 1, in order to ensure that children are well prepared for more formal teaching approaches, when they are ready.

## Inspection judgements

### Effectiveness of leadership and management is outstanding

- The headteacher's incisive leadership and clarity of vision has been a key factor in the school's improved effectiveness. Together with the strong support of other leaders, a positive and ambitious culture has been created within which the school has made rapid progress. Parents, members of staff and the pupils all recognise that the school is much better than it was at the time of the previous inspection.
- Leaders demonstrate good capacity for further improvement. They have a highly accurate understanding of the school's strengths and areas for development and robust plans in place to take the school forward. The headteacher is adept at developing the leadership potential of members of staff. Most are keen to take on additional roles, such as the leadership of different subjects, and are responding well to a coaching programme designed to help their professional development.
- Expectations for the quality of teaching have risen. Challenging objectives are set for each member of staff and their performance is checked systematically across the year. Teachers' pay progression is dependent upon them achieving their objectives. Staff told inspectors they feel motivated and supported by this process. They welcome the regular training and professional development they receive, together with opportunities to work with colleagues in other local schools.
- Leaders mentor less experienced members of staff effectively. There are well-planned opportunities for staff to discuss and debate teaching, share good practice and plan together. As a result, the quality of teaching across the school is becoming more consistent.
- The curriculum is both exciting and innovative. Pupils have a wide range of opportunities across different subjects to learn about their village, their region and the world. There are well-developed links with another school in Bradford and a school in France, through which pupils' cultural awareness is fostered effectively. An exciting programme of trips helps pupils broaden their experience of the region and stimulates their writing. Visiting theatre groups, musicians and artists enrich the curriculum considerably. Pupils develop a love of horticulture through working in their award-winning garden. Sporting opportunities, coordinated by the school's PE leaders, are rich and varied, reflecting the school's achievement in gaining the gold sports mark.
- Leaders are strongly committed to overcoming barriers to learning and provide a strong programme of additional support, tailored to meet the needs of each pupil. The school provides all disadvantaged pupils with 10 hours of one-to-one additional support from their teacher and teaching assistant each year. Their progress is tracked and reviewed regularly. Parents are actively involved in reviewing their children's needs. One parent responding to Parent View stated 'no stone is left unturned' by the school in order to provide the support their child requires.
- The school uses its physical education and sports premium to employ a health mentor who makes a significant contribution to teaching sports and developing the skills of other members of staff. In addition, he leads well-considered programmes to promote healthy living, nutrition and mental health.
- Pupils' sense of responsibility, tolerance and respect for one another is carefully fostered by leaders. Programmes focused on identity and family relationships help pupils to develop an acceptance of difference. Carefully selected reading resources and the use of visiting speakers promote pupils' awareness of different cultures and faiths. Pupils apply for and interview one another for a range of responsible positions in school, such as school council members, play leaders and e-safety experts. Together, these initiatives ensure that pupils are well prepared for life in modern Britain.
- **The governance of the school**
  - Governance has strengthened considerably since the school was last inspected. The governing body has reviewed the skills of its members and recruited thoughtfully, so that it now has varied and appropriate experience.
  - Governors receive detailed information on pupils' progress through the headteacher's regular reports. However, they take care to check the validity of all information focused on their specific responsibilities. The regular scrutiny and challenge governors provide ensures that leaders are held to account for the impact of their work.
  - Governors check carefully on the effectiveness of new systems introduced in the school, such as pupil progress meetings, programmes to support specific pupils and the marking and feedback policy.
  - Governors take steps to adjust policies so that actions taken to address areas of underperformance are tackled more effectively.

- The arrangements for safeguarding are effective. Checks on the suitability of all members of staff, visitors and external agencies that work with pupils are thorough. All policies linked to safeguarding and pupils' safety are detailed and up to date. All members of staff receive regular child protection training and know what actions to take if they have a concern. Leaders work closely with parents and external agencies, where necessary, to ensure that safeguarding issues are quickly resolved. The school provides high levels of vigilance and care.

## Quality of teaching, learning and assessment is good

- The quality of teaching and learning has improved and is of an increasingly consistent standard. As a result, the majority of teaching now leads to strong and sustained progress across subjects and key stages.
- Aspects of good practice from within the school have been shared effectively and integrated into policy and practice. For example, 'learning walls' in each classroom ensure that key success criteria and essential pieces of learning linked to topics remain available in the classroom for pupils to revisit.
- Effective mentoring is helping less experienced teachers to develop their practice. In addition, a coaching programme has helped members of staff to reflect upon their teaching and explore new approaches. The supportive culture in school ensures that teachers feel secure to take risks when trying new approaches.
- Teachers have developed useful portfolios of pupils' work across different subjects that chart the development of skills from the Reception class through to the end of Year 6. The annotated portfolios identify the characteristics of effective practice and act as a powerful example for all teachers of the standards expected at different ages.
- Teachers mark pupils' work frequently. In the most effective examples, teachers challenge errors in spelling, punctuation and grammar and also ask questions that challenge pupils to think more deeply and extend their answers. Pupils routinely respond to the feedback and improve their work. Occasionally, the impact of marking and feedback is weaker because the teacher's prompts are less specific and pupils' responses are more superficial.
- Pupils take care and show real pride in the presentation of their work. Effective teaching in Year 1 helps most pupils to quickly develop a fluent handwriting style. All pupils routinely follow the school's demanding conventions for the layout of work and maintain equally high standards across all subjects.
- The school has embedded a well-understood approach to assessing pupils' progress. Assessment information is gathered and analysed systematically and is used well by most teachers to inform their planning. As a result, planned learning activities are usually adapted to meet the needs of different abilities.
- Teaching assistants form effective partnerships with teachers. In lessons, they know their roles well and make a valuable contribution to supporting pupils' learning. Most have received good training so that they can provide highly effective additional support to small groups or individual pupils across the day.
- Homework is set regularly for all pupils in the school. Homework activities are well designed to reinforce key skills taught in lessons.

## Personal development, behaviour and welfare is outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are proud of their school and are keen to do their best in all the subjects they study. They apply themselves diligently in lessons and strive to reach the high expectations of their teachers.
- From the Reception class onwards, teachers actively promote positive attitudes and the need to be resilient and to keep trying. Because of this, pupils develop self-confidence and the determination to persevere.
- The school has highly effective arrangements in place to support pupils' emotional well-being. For example, teachers and teaching assistants are quick to follow up and provide support for any pupil who indicates that they are not feeling at their best on the 'happiness barometer' in their classroom. Pupils in need of particular care receive good support from the school's health mentor and other staff, to help

them cope with the challenges they face.

- Pupils feel safe and learn how to stay safe in a range of different situations. Online and digital safety has had a high priority in school. Pupils know what actions to take to protect themselves if they have a concern when using digital media. A number of pupils have been appointed as e-safety experts who can offer sensible guidance to other pupils. Parents who responded to the online questionnaire feel their children are safe and secure in school.
- Bullying is rare. When it does occur, it is dealt with quickly and monitored carefully to ensure that there is no repeat.

### Behaviour

- The behaviour of pupils is outstanding. Pupils conduct themselves impeccably in lessons and at social times. They are unerringly polite and courteous and treat one another with respect. Older pupils are particularly caring of younger children.
- The school's records show incidents of poor behaviour, however trivial, have reduced significantly since the school was last inspected. The much-improved climate and culture around the school means behaviour sanctions are rarely required.
- Many pupils take on additional responsibilities, such as play leaders, buddies or school council members. They take these roles seriously and must apply and be interviewed for the posts. Across the day, pupils make a creditable contribution to the smooth running of the school.
- Most pupils are keen to come to school. However, the overall level of attendance has remained broadly in line with the national average, in part because a relatively high number of days are lost through families taking term-time holidays. The headteacher challenges this and regularly meets with families to explain the potential negative impact this might have on their child's progress.

### Outcomes for pupils

are good

- Standards in all phases of the school have risen since the last inspection because leaders have accurately pin-pointed areas for improvement and strengthened the quality of teaching.
- The proportion of pupils making rapid progress is rising steadily. In 2015, the proportion of pupils making expected progress in reading, writing and mathematics from their different starting points improved to be above that seen nationally. However, a less than average proportion of pupils made more than expected progress in reading and mathematics. Well-targeted actions of leaders have addressed this and outcomes from the 2016 end of key stage 2 tests indicate more pupils now make rapid progress in these subjects.
- In most classes, the most able pupils are provided with suitably challenging work. As a result, they make strong progress in a broad range of subjects. The standard of their work in history, geography and science, for example, is just as strong as the work they produce in the core subjects. Teachers have become increasingly adept at using assessment information to tailor the work they provide, ensuring the most able pupils are stretched and challenged effectively.
- Pupils make consistently strong progress across Years 1 and 2. By the end of key stage 1, standards of attainment are significantly above the national average. Pupils' reading and writing skills develop rapidly because a firm foundation is established in the Reception Year. By Year 1, pupils have a good grasp of phonics (the sounds letters and groups of letters make) and have begun to read fluently. Outcomes in the Year 1 phonics check have been consistently above the level seen nationally.
- Overall, pupils make good progress across key stage 2, although progress in some classes is more rapid than others. By the end of Year 6, standards of attainment in all subjects are high. Close attention and careful tracking by senior leaders have ensured that weaker rates of progress in the past in reading and writing have been addressed. Pupils are keen and enthusiastic learners who display a love of learning. They sustain their interest and concentrate well because teachers have developed an exciting and appealing curriculum. Consequently, they are very well prepared for secondary education.
- The progress made by disadvantaged pupils and pupils with special educational needs and/or disabilities is close to that of other pupils in the school.
- Pupils make strong progress in other subjects. For example, in music and French they make rapid progress because both subjects are taught in a highly practical manner, from the Reception class onwards. In music, pupils benefit from specialist tuition in a broad range of musical instruments. Pupils sing enthusiastically and learn to play a variety of instruments competently.

## Early years provision

is good

- The majority of children enter Reception with levels of development that are typical for their age. From their different starting points, most children make rapid progress. By the end of the year, the proportion of children attaining a good level of development is well above that seen nationally. Additional funding for disadvantaged children is targeted carefully to support children's progress.
- The early years provision has developed considerably since the last inspection, as governors have targeted additional resources to improve and enhance the outdoor area. As a result, children's natural curiosity and imagination is stimulated effectively through a wide range of exciting opportunities.
- The provision is well led and managed. The headteacher manages any staff absences very effectively to ensure that the quality of provision is sustained. Adults who work within the early years team are skilled at developing children's thinking and encouraging their curiosity. They ask good questions that encourage children to use numbers and letters in their play. Adults quickly instil in children an understanding of rules and agreed practices. For example, children readily take on responsibility for setting up play equipment and tidying away.
- Teaching in the early years is good. Adults are particularly skilled at building upon children's own ideas and extending their knowledge and understanding as they play. Occasionally, more structured teaching activities are less engaging and some children struggle to sustain their interest.
- Early years staff have good links with local pre-school providers so that information on children's development is shared before they enter the Reception class. There are very good arrangements in place to communicate with parents. Curriculum evenings are held early to inform parents about teaching approaches, routines and expectations. From September, parents will be able to access their child's learning journey online, and contribute to it themselves. Parents that responded to Parent View were highly satisfied with the quality of early years provision.
- Safeguarding in the early years is very effective. All statutory safeguarding and welfare requirements are met. Child protection policies and procedures are up to date. A culture of vigilance ensures that children are safe and have a good understanding of how to keep themselves safe.
- Expectations of children's behaviour are constantly reinforced. As a result, children quickly develop a strong sense of right and wrong and collaborate well with one another to develop their own ideas. A well-planned curriculum contributes effectively to children's rapid personal development.
- Leaders have well-developed systems to track children's development across the Reception Year, although occasionally, assessment information is not always used sharply enough to plan learning activities. Assessment practices are under continual review and leaders intend to make some changes to the way they assess children's level of development on entry to the early years provision next year.

## School details

<b>Unique reference number</b>	107286
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10011958

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Beecroft
<b>Headteacher</b>	Hilary Cave
<b>Telephone number</b>	01943 830298
<b>Website</b>	<a href="http://www.addingham.bradford.sch.uk">www.addingham.bradford.sch.uk</a>
<b>Email address</b>	<a href="mailto:mail@addingham.bradford.sch.uk">mail@addingham.bradford.sch.uk</a>
<b>Date of previous inspection</b>	2–3 April 2014

## Information about this school

- Addingham Primary School is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is well below average. The pupil premium is additional government funding provided for pupils known to be eligible for free school meals or who are looked after.
- The proportion of pupils with special educational needs and/or disabilities is well below average.
- The school meets the government's current floor targets, which are the minimum expectations for pupils' attainment and progress at the end of key stage 2.
- The school website meets statutory requirements.

## Information about this inspection

- Inspectors observed learning in all classes. Several lesson observations were undertaken jointly with senior leaders.
- Inspectors scrutinised a broad selection of pupils' work, some of which was undertaken jointly with the subject leaders for English and mathematics.
- Inspectors listened to pupils read.
- Inspectors held meetings with the headteacher and other leaders, representatives of the local authority and the chair and other governors. Inspectors also met with a group of pupils and spoke to a number of parents.
- Inspectors observed pupils at social times.
- A broad range of documents were scrutinised, including the school self-evaluation summary, the school improvement plan, assessment information, safeguarding information and attendance records.
- Inspectors took account of the 78 responses that had been submitted to the online questionnaire, Parent View, the 127 responses to the pupil survey and the 20 responses to the staff survey.

## Inspection team

Chris Smith, Lead inspector

Lynda Johnson

Her Majesty's Inspector

Ofsted Inspector



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