

# Princeville Primary School

Willowfield Street, Bradford, West Yorkshire BD7 2AH

## Inspection dates

7–8 November 2017

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching over time has not been good enough for pupils to make the progress of which they are capable.
- In mathematics, pupils are not being stretched in their learning. This is especially the case for the most able pupils, too few of whom are working at a high standard.
- The teaching of reading is too inconsistent. In some classes, reading activities are not matched to pupils' needs, which is limiting the progress they make.
- Teachers' expectations are not always high enough. Pupils' presentation and handwriting are not consistently good because some take too little pride in their work.
- In some classes, pupils' understanding of what they are learning is not checked regularly to ensure that the work they are doing is appropriate for their needs.
- Subject leaders are new to their roles. They have not yet had sufficient opportunities to fully develop their skills and to have a sufficiently positive impact on teaching and learning and on raising standards.
- In the past, subjects other than English and mathematics have not been covered in sufficient depth.
- Disadvantaged pupils currently in the school are making better progress than previously. However, the rate of progress is not yet rapid enough for them to make the gains they need to make.

### The school has the following strengths

- The headteacher and the recently formed leadership team have brought stability to the school following a period of turbulence. Signs of improvement are already showing.
- From their individual starting points, children make good progress in early years because of good teaching and leadership.
- Pupils are happy in school and feel that they are well cared for. Their behaviour during lessons and around the school is good.
- Leaders ensure that the high number of pupils with limited English language skills, who join the school at different times of the year, get the support they need.

## Full report

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

- Improve the quality of teaching in key stage 1 and key stage 2 so that it is consistently good or better and enables pupils to make good progress, by:
  - having high expectations of what pupils can achieve
  - ensuring that pupils are sufficiently challenged in mathematics, especially those pupils who are most able
  - regularly checking on how well pupils are achieving during lessons so that the work they do is not too easy
  - ensuring that reading activities are sufficiently challenging and more closely matched to pupils' needs
  - making sure that pupils take pride in their work and present it to the highest standard
  - providing learning opportunities that help disadvantaged pupils to catch up with others.
- Strengthen leadership and management, by:
  - developing the skills of subject leaders so that they have a greater impact on the quality of teaching and learning and thus on raising standards
  - ensuring that recent changes to improve the curriculum are implemented fully.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The school has gone through a turbulent period over the recent past. Staffing issues, a new school building, school expansion and a heavy influx of children who are new to the country have presented school leaders with significant challenges. Leaders, including governors, have faced up to and addressed these challenges with determination and success.
- The headteacher and deputy headteacher make an effective team and together they are providing strong and effective leadership to a significant number of new staff. The high turnover of staff has presented leaders with opportunities to make judicious appointments, which they have done to good effect. As a result, teaching is improving and leadership has been strengthened. The school is now more stable and school leaders show a strong capacity to drive further improvements.
- Senior leaders have a clear and accurate understanding of the school's strengths and areas for development. They know their school well and have set robust and challenging plans to improve provision and pupils' outcomes further. Leaders are becoming increasingly effective in holding teachers to account for the attainment and progress of each child.
- Systems for managing staff performance are secure. Targets for improvement are clear and focused on pupil progress measures. Teachers appreciate and reflect on the good-quality professional development and support they receive to improve their practice.
- Subject leaders are keen to do well and are very clear about what is required of them. However, they are new to their roles and, as yet, they have not had sufficient opportunities to fully address the changes that need to be made.
- The funding for pupils who have special educational needs (SEN) and/or disabilities is used effectively to ensure that they receive good support for their welfare needs and academic learning. Leaders with responsibility for managing their provision ensure that the particular needs of these pupils are met in a way that helps them achieve successfully.
- Leaders ensure that pupils who have recently arrived from other countries receive good support. An inclusion team of support staff helps these pupils settle in school and supports their emotional and social needs.
- Diversity and cultural understanding are celebrated and promoted through the curriculum, assemblies and displays around the school. These aspects pervade every part of school life. As a result, pupils have a good understanding of different religions and cultures. Pupils' spiritual, moral, social and cultural development is promoted effectively, preparing them well for life in modern Britain.
- The curriculum, which in the past did not cover subjects other than English and mathematics in sufficient detail, has recently been reviewed by school leaders. The curriculum now provides breadth and balance. Evidence in pupils' current workbooks shows that subjects are now being covered in greater depth. A team of leaders is overseeing the implementation of the curriculum and developing robust systems to

ensure that it is being implemented successfully. However, this is in the early stages.

- The curriculum is enhanced by a range of school visits. Pupils spoke of how much they enjoyed their visit to a gurdwara when learning about Sikhism, and a visit to a science museum to learn about sound. Pupils take full advantage of the good opportunities they have to attend a range of after-school clubs, such as sport, dance and news clubs.
- The spending of the pupil premium funding is done carefully. However, leaders acknowledge that their plans have not had a positive enough impact on the achievement of disadvantaged pupils because teaching over time has not been strong enough. Leaders have evaluated provision for disadvantaged pupils, and recent changes are beginning to support these pupils to make better progress.
- Leaders spend the physical education and sport funding appropriately. There is a high level of participation in sport and pupils benefit from regular opportunities for physical development.
- Through regular visits to the school, the local authority is giving leaders good support.

### **Governance of the school**

- Governors are ambitious for the school and are determined that the school continue on its journey of improvement. They hold leaders to account for the development of the school through reviews of performance information. They know where the strengths and relative weaknesses lie in teaching and in pupils' achievement.
- Governors have given the headteacher strong support through a period of instability, and are now able to see the benefits of that support. Governors understand what needs to be done to improve further and are committed to driving these improvements in partnership with school leaders.

### **Safeguarding**

- The arrangements for safeguarding are effective. Staff know that safeguarding is everyone's responsibility and have a clear understanding of what to do if they are concerned about a pupil. The school works well with external agencies and parents to support pupils and their families.
- Pupils and parents agree that pupils feel safe and are safe in school. All staff have taken part in training to help them protect pupils from harm. The school's curriculum teaches pupils how to manage some of the risks they face in modern society, including raising the awareness of drugs and by keeping safe online.

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

**Requires improvement**

- There is a lack of consistency in the quality of teaching, leading to varied rates of progress across classes in key stage 1 and key stage 2. Some teachers have high expectations of what pupils will learn, but this is not evident in all classes. Although teaching is improving, it remains variable.
- Work set does not consistently challenge pupils well enough for them to make good progress in reading and mathematics. Too often, pupils are completing learning

activities in these subjects that are too easy because teachers are not adept enough in identifying when pupils need to move on in their learning.

- In some classes, the most able pupils are given work to do that is too easy. This is particularly noticeable in mathematics, where some most-able pupils are completing work that adds little value to what they already know.
- Too often, in key stage 1 and key stage 2, teachers' expectations are variable and this leads to pupils' presentation and handwriting being inconsistent across classes and between classes. When expectations are high, pupils' work is well presented and its quality is good.
- During some learning activities, teachers are not checking how well pupils are achieving. Consequently, pupils are completing work that is too easy.
- Disadvantaged pupils currently in the school are making better progress and are catching up with their peers. However, differences between disadvantaged pupils and other pupils nationally are not closing rapidly enough because over time teachers have not focused on the needs of these pupils.
- Teaching assistants provide effective support for pupils, particularly those pupils who have SEN and/or disabilities and those pupils who are new to English.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and well supported by staff at Princeville. Incidents of inappropriate behaviour are rare and pupils are confident that when they occur, they are effectively dealt with by adults in the school.
- There has been much work done on ensuring that pupils know how to keep themselves safe. For example, during the inspection, older pupils attended workshops on drug awareness and online safety.
- Pupils have good opportunities to attend a range of after-school sports clubs and to take part in sporting events with other schools. The school runs a before-school homework club to support pupils and parents who may find homework difficult to complete.
- Staff provide workshops to inform parents about healthy food choices, particularly for pupils' packed lunches. These are popular with parents who have recently arrived from other countries.
- Pupils are encouraged to aspire to do their best. Pupils' recent work is displayed around the school and each class has a 'work of the week' display.

### Behaviour

- The behaviour of pupils is good. Pupils are polite, friendly and well mannered towards

each other and to adults, including visitors to the school. They move in and around the school building sensibly and safely.

- Pupils' understanding of diversity is developed well through religious education lessons and assemblies. There is a wide range of cultures and languages in the school and pupils socialise and work together happily.
- The vast majority of pupils demonstrate appropriate behaviour for learning during lessons. However, where teaching is less strong, pupils lose interest in what they are learning and become restless.
- Leaders have robust procedures in place to improve attendance. They face many challenges to achieve this because of high mobility and the number of pupils who remain on roll after they have left the school. As a result, overall attendance is below average and the proportion of pupils who are persistently absent is higher than that seen nationally.

### Outcomes for pupils

### Requires improvement

- High mobility of pupils entering and leaving the school contributes to lower than average attainment at the end of key stage 1 and key stage 2. This has been the case for both 2016 and 2017. Although showing improvement, attainment in 2017 remains below average, especially for reading at key stage 2 and all subjects at key stage 1.
- The progress that pupils make by the end of Year 6 has noticeably improved from 2016, but is still not consistently good, especially for reading. Consequently, not all pupils are well prepared for the next stage of their education when they leave the school.
- From their different starting points when they enter Year 1, pupils mostly make progress that is comparable with that of similar pupils nationally. However, pupils who have low starting points in reading are not making sufficient progress to help them catch up with others.
- The proportion of most-able pupils reaching a higher than expected standard at the end of key stage 2 is not high enough in all subjects, and particularly in mathematics, because there is not always enough challenge in lessons for these pupils.
- Although there are signs that outcomes for disadvantaged pupils are improving, they are not catching up with other pupils quickly enough. This is because over time, the quality of teaching they have received has not been good.
- Results for the Year 1 phonics screening check are below average. However, the high proportion of pupils leaving and entering the year group during the year affected the overall results negatively. The teaching of phonics is good and pupils who read aloud to inspectors could confidently use their knowledge of the sounds that letters represent to read difficult and unfamiliar words.
- Pupils who have SEN and/or disabilities are currently making at least the progress that is expected of them. These pupils receive good support from a team of dedicated adults, including learning mentors, who ensure that their needs are effectively met.
- New teaching appointments have brought a fresh impetus and drive to improve pupils' outcomes. Evidence in pupils' books shows that this is having an impact for pupils

currently in the school, who are making better progress than in the past.

## Early years provision

**Good**

- Most children start in early years with skills and knowledge below those typically seen for their age. Although the proportion of children achieving a good level of development by the end of Reception is below average, a good number of these children have only had a short time in early years. Closer analysis of performance information clearly shows that from their different starting points, children make good progress in early years and are well prepared for learning in Year 1.
- Leadership of early years is good. The early years leader has a detailed overview of the effectiveness of what is on offer and a clear vision of how to further improve provision. She and her team provide a rich and stimulating learning environment. Both inside and outside areas are set up to enliven children's curiosity, so they can explore different areas of learning.
- Teaching is effective in supporting children to develop their knowledge and understanding of number and to develop their use of language. The teaching of phonics is strong and children are using their understanding of letter sounds to read simple words. Writing is promoted well, especially for boys. Just occasionally, adults miss opportunities to reinforce correct letter formation.
- Children's behaviour is good; they play and learn happily with each other and share resources willingly. Children show resilience and sustained concentration when accessing the different learning activities.
- Provision for two-year-olds is good. Activities are well thought out and children are able to access them easily. Children are happy learners and relationships with adults are positive. There are strong partnerships with parents and communication between staff and parents is highly effective.
- Additional funding for disadvantaged children is enabling leaders to improve the adult-to-child ratio. This is especially important as children enter early years at different times of the year. Additional adults are able to give these children the support they need.
- Relationships with parents are strong. Parents who spoke to inspectors were very positive about the early years setting and feel welcomed when they bring their children to school each day.
- Arrangements for safeguarding in early years are effective and all welfare requirements are met. Risk assessments are in place and the early years site is secure.

## School details

Unique reference number	107239
Local authority	Bradford
Inspection number	10037703

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

Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	620
Appropriate authority	The governing body
Chair	Shazad Khoker
Headteacher	Ryan Lewis
Telephone number	01274 573298
Website	<a href="http://www.princeville.bradford.sch.uk">www.princeville.bradford.sch.uk</a>
Email address	<a href="mailto:admin@princeville.bradford.sch.uk">admin@princeville.bradford.sch.uk</a>
Date of previous inspection	19–20 June 2013

## Information about this school

- The school is much larger than an average-sized primary school.
- Since the last inspection, the school has moved to a new building and there has been a significant increase in the number of pupils attending the school.
- Since the last inspection, there have been significant changes in leadership and teaching staff. The vast majority of staff were not in their current posts at the last inspection.
- The proportion of pupils who speak English as an additional language and the proportion of pupils from minority ethnic backgrounds are much higher than the national average.
- The proportion of pupils who have SEN and/or disabilities is below average.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is above average.



- The school meets the government's floor standards for 2016, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years includes provision for two-year-old children, a Nursery where children attend part time, and three Reception classes where children attend full time.
- The school provides a breakfast club each morning for pupils.
- Leaders are receiving support from the local authority.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- Inspectors observed learning in all classes. Several lessons were observed jointly with the headteacher or the deputy headteacher.
- Pupils' work from all classes was scrutinised.
- Inspectors listened to pupils read. Pupils selected to read were from classes in key stage 1 and key stage 2.
- Meetings were held with pupils, the headteacher, other staff, five members of the governing body and a representative of the local authority.
- Inspectors observed pupils moving around the school, including on the playgrounds, during breaks, in the dining hall and during an assembly.
- Inspectors scrutinised a number of documents, including the school's self-evaluation, school improvement plans, and those on attendance and safeguarding.
- Inspectors took account of the 21 free-text opinions from parents and the 23 responses to Ofsted's online questionnaire, Parent View.
- Inspectors spoke informally with parents at the start of the school day and with two parents who wished to speak with inspectors more formally.

## Inspection team

Alan Chaffey, lead inspector	Ofsted Inspector
Berni Moorcroft	Ofsted Inspector
Fiona Dixon	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector

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