

Sandal Primary School

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

Inspection dates

19–20 June 2018

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

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have shown an absolute determination to improve all aspects of the school's performance since the previous inspection. They are ambitious about what pupils can achieve.
- The headteacher leads with passion and purpose. She has an accurate understanding of the school's strengths and areas for further improvement. She is determined to move it towards becoming outstanding.
- Teachers plan lessons that engage pupils and move their learning forward. As a result, pupils make good progress from their starting points. Pupils' attainment in reading, writing and mathematics is high. The rate of progress has been slightly slower in upper key stage 2, due to some inconsistencies in teaching in the past. However, these have now been addressed. As a result, the trajectory of progress at upper key stage 2 is improving.
- Leaders are highly effective in promoting pupils' spiritual, moral, social and cultural development. Pupils develop an informed understanding of global issues and show high levels of respect and consideration for others.
- Pupils are extremely polite and their behaviour is excellent. Pupils are, rightly, very proud of their school. They enjoy learning, attend school regularly and are independent, confident and articulate.
- Pupils benefit from a curriculum which broadens their experiences. It enhances their understanding of different cultures and their own community. The school staff are all committed to the development of the wider curriculum.
- Children get off to a flying start in early years and make exceptional progress. This is because they experience outstanding care and a wide range of exciting activities. Children leave Reception very well prepared for Year 1. Parental involvement is developing although the school is aware that its links between home and school are not fully developed.
- Pupils' writing is of a high standard and a consistent quality across all subjects. Work is presented well and handwriting is neat. Spellings are usually accurate in writing books; however, they are not as consistent in other curriculum areas.
- Middle leaders are developing their skills and benefit from good training and support. Many are relatively new to their roles but have already had a positive impact on their subjects. Leaders make regular checks on the quality of teaching. Leaders recognise that the next step for middle leaders is to ensure that their work supports school improvement as part of the whole-school development plan.

Full report

What does the school need to do to improve further?

- Continue to develop the role of middle leaders to ensure a consistent response to the strategic development of their subjects as part of the whole-school development plan.
- Ensure that pupils use correct spelling in their written work across the curriculum.
- Continue the rapid trajectory of improving progress for upper key stage 2 pupils.
- Enhance the links with parents and carers to further children's learning in the early years.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors are ambitious for the school. Leaders know the strengths of the school well and are successfully addressing issues they have identified in the school development plan. This includes outcomes in writing, which are improving rapidly.
- The headteacher has established a clear vision for the school. Staff share this vision. The school has set high expectations for the pupils, while ensuring that the pupils receive a broad, balanced and inspirational curriculum.
- Leaders and governors are uncompromising in ensuring that teaching is of a consistently high quality. For example, they have tackled previous inconsistencies and all staff receive regular training in line with the school's improvement priorities. As a result, there is a strong learning culture in the school which encourages teachers to share best practice and to learn from each other. Teachers are very appreciative of these professional development opportunities.
- Leaders meet regularly with staff to check and analyse pupils' progress. They use the assessment information to review the school's effectiveness and analyse how well pupils are performing. This enables leaders to identify strengths and areas for development effectively.
- Leaders have carefully planned the curriculum. They have developed topics to capture pupils' interests and engage them further in their learning. The exciting curriculum is allowing pupils to broaden their skills and knowledge in a wide range of subjects.
- The enriching curriculum is designed to allow pupils' talents to flourish. The school places a high priority on arts, sport and music. The school has its own orchestra, the 'Sandal Notables', and pupils' musical talents are encouraged through Friday assembly, where any pupil learning a musical instrument is encouraged to 'blow your trumpet' and perform to the school.
- Many middle leaders are relatively new to their roles, or to school. They are enthusiastic and committed and have good subject knowledge. They have been quick to undertake leadership tasks, such as monitoring the quality of teaching and checking on the quality of work in pupils' books. They work with teaching staff well to refine their skills, such as through coaching and training. Senior leaders have rightly identified that middle leaders need more opportunities to work with them across the school, in order to be able to plan for further improvement more strategically.
- The majority of parents who responded to Parent View, Ofsted's online survey, or who spoke to inspectors, were positive about the school and agreed that the school is well led and managed.
- Leaders use the pupil premium effectively to support disadvantaged pupils. Leaders carefully target support for the academic and emotional progress of vulnerable pupils. As a result, these pupils make good progress.
- Effective leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities ensures that funding is used well. Regular reviews of pupils' progress result in interventions being adapted to suit individual needs. Consequently,

most pupils make good progress from their individual starting points.

- The physical education (PE) and sport funding is used well. It provides opportunities for pupils to experience different sporting activities in PE lessons and in extra-curricular clubs. Pupils told inspectors how much they enjoy playing different sports.
- Staff morale is high. Staff feel the leaders show an understanding of workload and have health and well-being as a priority. All of the staff who responded to the questionnaire said they enjoy working at this school.
- The local authority has supported the school effectively through leadership coaching and modelling accountability.

Governance of the school

- Governance is strong because governors provide leaders with a suitable balance of challenge and support. They know the school very well and visit regularly. They have first-hand knowledge of pupils' learning and progress. They use this information to ask detailed questions on all matters, including the quality of teaching, pupils' progress and safeguarding.
- Governors know how leaders use additional funding and its impact on pupils' outcomes. Minutes of meetings show that governors ask probing questions about finance, staffing, the quality of teaching and pupils' attainment. Governors provide a good level of challenge and hold leaders fully to account.
- Governors undertake training, including that for safeguarding. Consequently, governors are able to fulfil their responsibilities effectively.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, staff and governors undertake regular training to support them in understanding the various aspects of safeguarding, for example to prevent radicalisation and extremism. They understand and can explain their duties and responsibilities for keeping pupils safe.
- Governors discharge their statutory duties for safeguarding effectively. They check the school's single central register on a regular basis and ensure that they recruit staff with careful consideration.
- Safeguarding records are of a high quality and clearly demonstrate the commitment of leaders and staff to keeping pupils safe.

Quality of teaching, learning and assessment

Good

- Teachers in all key stages plan interesting lessons which capture the interests and imagination of pupils. Teachers plan activities that build on what pupils already know and can do. This planning enables pupils to learn and develop their knowledge, skills and understanding progressively over time. As a result, pupils listen attentively, learn well and make good progress.

- Leaders have rigorously tackled weaker teaching. Several new teachers have joined the school. Teachers have had more opportunities to observe and work with colleagues, both internally and from other schools. As a result, teaching is now good and is having a positive impact on raising standards and increasing progress in English and mathematics.
- Teachers' subject knowledge enables them to check pupils' understanding and to identify what each pupil needs to learn next. Some specialist subjects, such as music, are taught by specialist teachers, ensuring that pupils benefit from additional expertise. Pupils are very keen to take part in these lessons; as one said, 'Music is really important in this school.'
- Feedback is used well, as teachers build this into their everyday practice. Pupils see improving their work as a positive and therefore have a huge sense of pride when sharing their completed work. Pupils state that when feedback is given to them in lessons, it has the most impact on their learning. 'Teachers do it during the lesson. This has the most impact as you want to do it when you're thinking about it then and there.'
- Writing is high quality throughout the school. Very effective teaching leads to more pupils making strong progress and, therefore, working at a higher level. Pupils learn to write through being immersed in high-quality texts. As a result, they are exposed to a rich language and this is encouraged in their own writing.
- Presentation in books is consistently very strong. This has been a priority for the school and is reflected in high-quality handwriting and presentation seen throughout the school. At times, handwriting and presentation are exceptional.
- Spelling is improving in English books throughout the school. However, the focus on ensuring that pupils use the correct spelling in their writing is not as evident in other curriculum books such as topic or mathematics.
- In mathematics, staff have sound subject knowledge that supports pupils to make strong progress. Pupils are very confident when solving more complex mathematical problems. This can be seen from Reception to Year 6. The process of teaching mathematics is increasingly consistent and, as a result, pupils are moving on to complex reasoning and problem solving more quickly.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Relationships in the school are excellent. Staff and pupils act with respect for each other at all times.
- Pupils have a clear determination to succeed. The school's values are central to how pupils approach learning. Pupils, in all classes, are motivated to achieve, resilient in their approach to challenge and show great pride in themselves and their school. One pupil said, 'I like challenge because it's fun. When I get something wrong I want to know how to get it right. I just keep checking until I get it right. I feel happy I tried and didn't give up.'

- Pupils have many opportunities for leadership. For example, peer mediators support pupils at playtimes to resolve any fallings-out.
- Pupils feel safe and are safe. They are reflective and caring, and understand the importance of treating each other with kindness. The school's curriculum and opportunities beyond the school day promote healthy lifestyles.
- Pupils can talk with confidence about British values, linked to the school's own values of 'roots to learning'. The pupils could confidently discuss how the school's motto of 'daring to be different' is reflected in the school. One pupil said, 'Everyone is unique in their own way; no one is the same. We have to respect everyone.'
- The school is a Stonewall champion school, which openly challenges homophobic stereotypes and derogatory language.

Behaviour

- The behaviour of pupils is outstanding. Clear rules and established routines support pupils in knowing exactly how to behave. Pupils understand the importance of good behaviour and respond extremely well to the very high expectations from staff. As a result, incidents of poor behaviour are rare.
- Pupils are very courteous and polite. When moving around the school, and at breaktimes and lunchtimes, pupils conduct themselves extremely well. Pupils behave well at lunchtimes. They say they rarely fall out and 'When there is a bit of argy-bargy in football, it's always dealt with and stopped.' They learn and play happily together, showing high levels of respect and consideration for each other. From the start, pupils learn to take responsibility for their own behaviour.
- Pupils want to do well. In lessons, pupils listen attentively and are keen to answer questions. They confidently share ideas and discuss their learning. Pupils settle quickly to their work and keep trying, even when they find tasks difficult. Pupils' excellent behaviour and highly positive attitudes to learning make a strong contribution to their high achievement.
- Pupils enjoy coming to school and say they can talk to any adult, should they have a concern. Excellent relationships between adults and pupils are a strength of the school.
- Levels of attendance are above the national average. Leaders offer effective support to parents and pupils to ensure that all pupils attend well.

Outcomes for pupils

Good

- Published attainment and progress information for the past two years shows that there was a substantial rise in standards in all key stages in 2017. Attainment in key stage 2, in particular, was high in reading, writing and mathematics and above the national average. Since 2016, pupils have made increasing rates of progress in writing.
- The work of current pupils, across the school, demonstrates that the improvements in standards seen in 2017 are being sustained. Pupils, in all year groups, are making consistently strong progress in a wide range of subjects, including English and

mathematics. The proportions of pupils achieving the higher levels at key stage 2 are also set to increase, ensuring that they are consistently above average.

- Throughout each year group, and across the majority of subjects, pupils make sustained and, often, substantial progress from their starting points. This is because they are taught effectively and are eager to learn. Evidence gathered through the scrutiny of a large number of pupils' books, spanning a wide range of subjects, shows good and sustained progress across the school. Progress is accelerating due to precise teaching that identifies weaknesses in pupils' learning and addresses gaps quickly.
- Disadvantaged pupils make good progress throughout the school. The school's information shows that the differences in attainment between disadvantaged pupils and other pupils nationally are diminishing, with disadvantaged pupils often outperforming their peers.
- In 2017, almost all pupils met the expected standard in the Year 1 phonics screening check. School assessment information shows that the attainment of current Year 1 pupils is similarly high.
- Pupils who read for inspectors did so fluently and with good expression. Those developing their reading skills used their phonic skills well to sound out and read unfamiliar words. Older pupils are familiar with the works of a wide range of authors.
- Pupils who have SEN and/or disabilities make strong progress due to effective teachers and teaching assistants that support learning by breaking it down into small chunks. Close monitoring supports adults to know what progress has been made and what the pupil needs to develop next.

Early years provision

Outstanding

- Children enter Nursery with starting points in line with those typical for their age. Tracking of how well children do is central to securing the correct level of challenge for each child. The proportion of children achieving a good level of development has been above the national average for the last three years. This means that children make very strong progress and are extremely well prepared for Year 1.
- Teaching in early years is very strong. High expectations and very well-established routines lead children to develop excellent attitudes to learning. Children's learning needs are well met by high-quality teaching in both the classroom and outdoors. Teachers plan activities that are motivating and follow children's interests. All members of staff are highly effective in their promotion of speaking and listening. Children are encouraged to speak in full sentences and are able to hold a conversation with adults and other children.
- Children are incredibly resilient and determined to learn. Children concentrate for extended periods of time on their learning. They are rightly proud of their work and are confident enough to share their learning with adults and children in the room.
- Children feel safe and secure and their behaviour is excellent. They work and play with each other in harmony. A stimulating curriculum contributes to the children's high levels of independence and self-discipline.
- The early years leader is enthusiastic and passionate. She has an accurate picture of the strengths and weaknesses of the provision and has made many improvements

since the previous inspection. She leads and plans well. Her aspirations for the children, and for the provision as a whole, are high.

- Staff are beginning to work closely with parents and involve them in their children's learning and assessment. Parents agree that their children are happy and safe in school and say that they receive good information about the progress that their children are making.

School details

Unique reference number	107287
Local authority	Bradford
Inspection number	10047766

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	450
Appropriate authority	The governing body
Chair	Richard Moore
Headteacher	Louise Dale
Telephone number	01274 598 115
Website	www.sandalprimaryschool.co.uk
Email address	louise.dale@sandal.bradford.sch.uk
Date of previous inspection	28–29 June 2016

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 significantly less than the national average.
- 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 SEN and/or disabilities is half the national 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.

- Children in the early years receive part-time education in the Nursery. In Reception, they receive full-time education.
- 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 held meetings with the headteacher, deputy headteacher and other leaders, including the special educational needs coordinator. Meetings were also held with a group of pupils and governors, including the chair of the governing body. The lead inspector spoke to a representative from the local authority.
- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment. Inspectors observed learning across the school. Some observations were carried out jointly with the headteacher.
- Together with leaders, inspectors looked in detail at a range of pupils' books and work in different subjects. Inspectors heard four pupils read and spoke with pupils throughout the inspection about their learning.
- Inspectors scrutinised a range of documentation, including the school's checks on the suitability of adults to work with children and other documentation regarding safer recruitment of staff.
- Leaders made available the school's self-evaluation document, termly assessments, subject action plans, minutes of governing body meetings, and documentation regarding child protection.
- Inspectors took into consideration the 133 responses to Parent View. One inspector spoke to parents at the beginning of the school day.

Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Jonathan Chicken	Ofsted Inspector
Linda Clay	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector

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