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Mrs Janice Kershaw
Headteacher
Eldwick Primary School
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Dear Mrs Kershaw

Short inspection of Eldwick Primary School

Following my visit to the school on 18 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your school was judged to be good in October 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Eldwick Primary School is a school where pupils feel safe and where parents and carers also feel reassured about their child's well-being and happiness. Pupils conduct themselves well at different times of the day, there are very few disruptions to learning and pupils demonstrate a positive attitude to learning. In addition, parents and pupils report that bullying is rare and that if they do have any concerns, these are dealt with effectively and immediately by you and your staff.

Parents feel well informed and are pleased about the progress their children make in school. They appreciate the opportunities to attend assemblies and say that parents' evenings are regular and informative. Parents who have children in the early years also like having the chance to stay and see how their child learns in class. They report that their children settle well thanks to staff and the wide range of activities in place that help children familiarise themselves with the early years setting. Regular visits are made by all the early years staff to children's pre-school settings before the children start school. Children also get the chance to come in to school before they start so they can get to know the adults and other children. Such provision contributes to the strong progress children make from their starting points. All adults are skilled in their interactions with children, encouraging them to try new activities and, therefore, to develop quickly across the different areas of learning. The early years is well led. Leaders have focused on ensuring that disadvantaged children's needs are met closely. This has led to significant

improvements in this group's progress and attainment.

At the last inspection, inspectors made two recommendations for improvement to the school. The first was to develop the quality of teaching so that pupils' achievement in mathematics and writing improved. Leaders were asked to create more opportunities to reinforce mathematics skills across the wider curriculum and to ensure that mathematics work was increasingly challenging for pupils. In addition, inspectors recommended that you provide more opportunities for pupils to write at length and offer pupils clear advice on how they could improve their work. Outcomes remain strong and this is the case for different groups of pupils. The curriculum is a particular strength of the school. There are very regular opportunities for pupils to practise their writing and mathematics skills while, for example, developing their investigative and scientific skills. Furthermore, pupils apply their learning to develop their knowledge of historical events and geographical facts and phenomena. The broad and balanced curriculum is taught well to deepen pupils' understanding of the world around them. Pupils' key skills in writing and mathematics are well embedded across the curriculum. Consequently, pupils' outcomes are strong across all key stages.

Inspectors' second recommendation was that leaders should regularly check the impact of their work and ensure that it promotes strong outcomes for pupils. They also indicated that middle leaders should contribute to the checks on teaching quality. Since the last inspection, middle leadership has been well developed. All members of the leadership team, at both the middle and senior levels, have a clear understanding of their role and of the school's overarching aims for pupils. This has come about due to the clear vision you communicate and to the rigorous monitoring systems in place, in which all leaders participate. Leaders understand the strengths in teaching and the areas for development. Such understanding has led to pertinent and bespoke training for all staff, to develop classroom practice so that pupils' outcomes remain strong.

Safeguarding is effective.

Leaders and governors ensure that pupils are safe and well safeguarded. There are clear arrangements in place to protect pupils who are at risk or who make disclosures to staff. Training for staff is regular and updated as necessary. This means that staff understand their duties around pupils' safety. Governors also receive regular training. There are thorough checks made on staff, ensuring their suitability to work with children. These checks are logged appropriately and meet the legal requirements for schools.

You also keep records of any incidents related to the safety of the pupils in your care and liaise effectively with external agencies when required. You seek and access specialist advice to ensure that you offer the right support to individual pupils.

There are very few serious behaviour incidents and bullying is rare, which helps to keep pupils safe in school.

Inspection findings

- During the inspection, I wanted to understand what you had done over the past 12 months to improve pupils' progress in key stage 2, especially in reading. Reading has typically been a strength of the school; however, the progress of pupils in Year 6 who left the school in 2017 was not strong, especially in reading. This resulted in pupils' attainment being lower than the national average.
- In the past year, you and your team have adjusted the way in which you teach reading. You have reinvigorated opportunities for pupils to read widely and often. Leaders have also established a system to support pupils' understanding of the more complex reading skills, such as inferring and deducing information from texts.
- As a result of this work, pupils demonstrate a real passion for reading and reading outcomes have improved well across key stage 2. This is also the case in writing and mathematics. The provisional information on the tests and assessments completed by Year 6 pupils in 2018 shows that different groups of pupils did well in each key subject.
- I was interested to understand how you have supported disadvantaged pupils to make stronger progress and reach higher levels of attainment. You are aware that these pupils' outcomes have lagged behind their peers' outcomes in school. You have developed better assessment systems so that the tracking of this group's achievement is more rigorous and regular.
- Improved assessment systems have allowed leaders to identify underachievement quickly and provide extra support. This has led to better outcomes and the differences between disadvantaged pupils and their peers have diminished. The strengths of the assessment system have supported strong outcomes for all groups of pupils.
- Linked to my discussions with you about disadvantaged pupils, we looked in detail at how well pupils who have special educational needs (SEN) and/or disabilities achieve. There is some considerable overlap between these pupils and those who are disadvantaged. The needs of pupils who have SEN and/or disabilities are well understood. Teachers provide these pupils with activities which closely match their needs, helping them to make good progress from their different starting points.
- Pupils behave well at all times, including at breaktimes, where play is sensible and inclusive. There is a lot of equipment available to pupils, including games such as hopscotch which are marked out on the ground. However, because there are ball games taking place in all areas of the playground, including over and across the markings, some pupils are unable to access their preferred games and equipment.
- Attendance overall is good for different groups of pupils. However, the proportion of pupils who are regularly absent from school has risen steadily over the past two years. Although it remains below the national average, systems to prevent issues of poor attendance escalating are not yet in place.

- While the school's pastoral support team work effectively with certain pupils and families, you tend to wait too long, to a point where pupils' absence is regular, before challenging and supporting parents. Therefore, persistent absenteeism is not reducing.
- I also wanted to understand how well the curriculum prepares pupils for life in modern Britain. The curriculum is broad and balanced. It offers pupils the chance to learn about and understand different faiths and cultures. For example, Year 3 pupils engage in a project which links them to another school in Bradford where there is much greater ethnic diversity. Pupils report that they love this project and have kept in touch with their partners over many months and years. However, there is too little on offer to ensure that pupils develop their understanding of relationships and different types of families.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- systems for reducing persistent absenteeism are in place so that all pupils and their families fully understand the importance of regular attendance
- there are frequent opportunities for pupils to learn about different types of families and lifestyle choices
- pupils are able to access all games and equipment on the playground.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Bradford. This letter will be published on the Ofsted website.

Yours sincerely

Fiona McNally
Ofsted Inspector

Information about the inspection

I visited a number of classes to observe teaching and its impact on learning. I also looked at a wide range of pupils' books from several year groups, across a variety of subjects. I met with you and your governors and with other senior and middle leaders. I also held telephone discussions with a representative from the local authority. I looked at the school's information about the safeguarding of pupils and examined behaviour, attendance and bullying records. I also checked a range of other documentation, such as your self-evaluation, your school development plan and your assessment information. I held formal discussions with some pupils from Years 1 to 6, and spoke informally to several pupils during breaktime. I also listened to pupils read from Years 2 and 6. I considered parents' responses to Ofsted's online questionnaire, Parent View. I also spoke to a number of parents on the playground.