

Ben Rhydding Primary School

Bolling Road, Ben Rhydding, Ilkley, West Yorkshire LS29 8QH

Inspection dates

3–4 July 2019

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

- Parents and carers rightly recognise and appreciate the strengths of the headteacher and his leaders. Since the school's previous inspection, there have been considerable improvements to the quality of teaching. This now means that pupils in all key stages achieve well. By the time pupils leave Ben Rhydding, they have made good progress and are well prepared for secondary school.
- Governors have high levels of expertise. They have quickly gained a good understanding of the school's strengths and weaknesses in teaching and learning.
- Teachers generally use assessment effectively to plan activities which are well matched to different abilities. However, teachers do not always move pupils' learning on quickly enough during lessons, particularly in mathematics.
- Pupils enjoy reading. They have responded with enthusiasm to teachers' use of whole-class texts. This has resulted in high levels of engagement in reading and had a positive impact on the quality of pupils' writing.
- The school's curriculum provides pupils with a broad and balanced range of subjects, some of which are well taught. In some subjects, such as art, and design and technology, learning does not always ensure a clear progression of skills.
- The pupil premium funding is used effectively to provide good support and teaching for the few disadvantaged pupils. This ensures that they make good progress.
- The achievement of pupils with special educational needs and/or disabilities (SEND) is good. Leaders ensure that these pupils receive the quality of teaching and support which meets their needs.
- The school puts a high priority on pupils' welfare. Procedures for safeguarding pupils are effective. As a result, pupils say they feel safe and parents agree.
- Pupils have positive attitudes to their learning. They conduct themselves well around the school. Their behaviour in lessons is good, although expectations in key stage 1 are not always consistent.
- Children in the early years get off to a good start. They receive a secure grounding in the basics of reading, writing and numeracy so they are well prepared for key stage 1. Activities planned for children to choose for themselves do not always have a clear learning focus.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further, particularly in mathematics, by:
 - consistently moving pupils' learning on as soon as they are ready
 - providing more opportunities for pupils to set out their own mathematics work to develop their reasoning skills and mathematical vocabulary
 - planning learning in all subjects with a clear path of progression to deepen pupils' understanding
 - making sure that expectations of pupils' behaviour in key stage 1 are consistently high.
- In the early years, make sure that activities chosen by children, both indoors and out, have a clear purpose for learning.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has brought about a sense of energy and drive to the school. This is recognised by parents. For example, one parent said, 'this is a gem of a school'. Others talk about the school going from 'strength to strength'. Leaders have been largely successful in raising teachers' expectations and improving the quality of teaching and learning so that it is good.
- The headteacher is well supported by highly effective subject leaders. Regular monitoring and evaluation provide leaders with a secure understanding of the strengths and weakness in the quality of teaching and the impact on the school's effectiveness.
- Improvements in the teaching of reading and writing have had a positive effect on the quality of pupils' work. Improvements in the teaching of mathematics have been slower to impact on pupils' progress, however. Leaders have not ensured that there has been sufficient focus on making sure that pupils record their mathematical reasoning using mathematical vocabulary.
- The school effectively uses its assessment system to check pupils' progress and attainment. This is used to measure how well pupils are progressing and set appropriate targets to ensure they do as well as they should. Because leaders have an accurate picture of how well pupils are doing, they make sure that any additional support is well directed and results in improved progress for these pupils.
- The school has established effective relationships with parents and the local community. This is reflected in the sizeable response to the Ofsted questionnaire, Parent View. Nearly all parents who responded would recommend the school to others. Those who responded in writing to the inspection survey were overwhelmingly positive.
- The headteacher has actively pursued partnership arrangements with schools outside the local area. This has helped to provide professional support for teachers and develop subject leaders. While this has largely been effective, there are still pockets of weaker teaching which have not benefited from this support. This hampers the progress of a small minority of pupils.
- The curriculum is currently under review. It ensures that pupils learn across a broad and balanced range of subjects. The improvements in the teaching of science have had a positive impact on pupils' engagement with this subject, as well as their high achievement. However, planning to ensure that there is clear progression within some other subjects, for example art, and design and technology, is not well established to ensure that pupils learn these subjects in depth.
- The leadership of SEND is effective. Provision is well considered, both for pupils' academic outcomes and their mental well-being. Any additional funding is well spent. Careful and regular checks on how well these pupils are achieving are used effectively. The school's special educational needs coordinator provides teachers and support staff with clear guidance on strategies to support the needs of these pupils in class, as well as when they are receiving additional teaching.
- The pupil premium is used effectively to support the school's few disadvantaged pupils.

The school provides extra teaching and programmes of support which have been successful in improving their progress.

- The leadership of physical education (PE) is effective. The specialist PE lead has ensured that teachers are well trained and understand how to teach and promote sport. The primary school PE and sport premium funding is put to good use to ensure that pupils regularly participate and compete in a range of sporting events. In addition, the funding ensures that there are equal opportunities for disadvantaged pupils to access extra-curricular sporting activities and competitions.

Governance of the school

- Governors' self-evaluative approach to their roles and responsibilities means they have a sharp focus and commitment in addressing weaknesses and holding the school to account. They have successfully managed a restructuring of staffing with the priority being a commitment to ensure that all teaching is consistently of a high standard.
- Governors regularly visit the school to evaluate its effectiveness. They have an accurate overview of the quality of teaching and learning. They clearly articulate the strengths and weaknesses of the school. They are aware of their obligations to ensure that all subjects in the curriculum are well organised and effectively taught and this is currently under review.
- Governors are prepared to challenge the headteacher and have been largely effective in speeding up the rate of improvements in the quality of teaching so that pupils in all key stages are now achieving well.
- There are few disadvantaged pupils in the school. Governors have directed funding to supporting these pupils with additional teaching, access to extra-curricular activities and providing pastoral support. This has had a positive effect on their progress. Governors evaluate the expenditure of this funding to ensure that it is being used to good effect.
- Governors are conversant with their legal duties for safeguarding, ensuring that staff are recruited with careful consideration.

Safeguarding

- The arrangements for safeguarding are effective.
- Since the school's previous inspection, leaders and governors have reviewed and improved aspects of the school's work to safeguard its pupils. As a result, the school has created a safe culture to take care of pupils and are vigilant in checking that procedures are implemented to protect pupils. The curriculum is well planned to support pupils' understanding of how to stay safe in a variety of situations, including when using technology.
- Pupils say that they feel safe and talk about how they trust the adults in school who look after them. Almost all parents who responded to Parent View agree that the school looks after their children well and this results in their child feeling safe in school.
- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.

- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They work effectively with outside agencies when they have a concern.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment has improved since the previous inspection and is now good. Teachers typically have higher expectations of what pupils can achieve. Pupils have risen to the challenge and they respond by exhibiting positive attitudes to learning and a pride in their work. Standards of attainment have risen and by the end of Year 6 are much higher than national averages in reading, writing and mathematics.
- The teaching of writing in key stage 1 is good. Pupils are productive and apply a range of punctuation and grammar to their writing. They make plausible attempts at spelling, using their phonics knowledge, and teachers' expectations about the presentation of work are high.
- The teaching of writing and expectations about presentation in key stage 2 are also good. Effective use is made of linking pupils' learning in reading and writing, so pupils are acquiring an understanding of various authorial styles. Pupils are taught techniques to write across a range of genres and their writing in other subjects, for example science, is of an equally good standard.
- The teaching of phonics is effective and young pupils quickly learn to decode words and develop the early skills of reading. In key stage 1, adult-guided groups provide good support for pupils to develop their reading skills and comprehension. Activities for pupils to do independently are well planned to ensure that pupils are embedding their phonics knowledge.
- The teaching of reading in key stage 2 is good. Where teaching is strong, pupils are keenly focused on the activities they are required to do and teaching is focused on developing pupils' language acquisition, new vocabulary and reading for pleasure. Whole-class texts have been successful in engaging pupils' eagerness to read.
- Science is taught well in nearly all year groups. Typically, lessons are carefully planned. This results in pupils producing high-quality work and a secure understanding across this subject.
- Teachers generally use assessment well to pitch work at the right level and this ensures that the learning needs of pupils are mostly well met. However, teachers sometimes miss opportunities to move pupils' learning on when they can already do something. This slows up the pace for these pupils in deepening their understanding, most notably in mathematics.
- The teaching of mathematics ensures that pupils have a secure knowledge and understanding in this subject. Pupils have plenty of opportunities to become fluent in basic mathematical skills and, in some lessons, pupils apply these skills to tackle mathematical investigations. While pupils produce large amounts of work in their books, they have few opportunities to independently record and set out their own mathematics work. This prevents them showing their reasoning and ability to use and spell mathematical vocabulary.

- The teaching of some of the foundation subjects across the curriculum is variable. Where the teaching of skills and knowledge is carefully planned, pupils show a good understanding of what they have learned. In subjects such as history and geography, pupils show a sound grasp of the subject. Where the planning of some subjects is weaker, this results in a lack of progression, notably in design and technology. In art, teachers' expectations about the quality of work that is produced are not high enough.
- The pupils with SEND are well supported by an individual learning programme, with clear targets for achievement and additional teaching from a teaching assistant. This support enables them to access the curriculum and achieve well alongside their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to foster pupils' personal development and welfare is good.
- The school has established itself as an integral part of the local community and the needs of pupils and families are well known and support is provided where necessary.
- Pupils say the school provides a secure environment for them to learn. They are able to talk over any worries or anxieties they have. The school provides a counselling programme to support pupils' mental health. Where necessary, the school liaises with external agencies for specialist expertise.
- Pupils say they feel safe and almost all parents who responded to Parent View agreed. Pupils know how to keep themselves safe in a variety of situations and understand how to manage risk. They understand the risks of using the internet and social media.
- The school's ethos promotes tolerance and understanding of differences. Pupils have a sound understanding of British values. Pupils show a good awareness of faiths other than their own. Pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning. They cooperate effectively with each other when working in lessons and are keen to do well. Their high rates of attendance show pupils' commitment to their learning.
- Pupils embrace responsibility and conduct themselves well in and around school. They are generally polite and use good manners. They say that pupils behave well and nearly all parents agree. Pupils generally play cooperatively on the playground, although a few pupils' enthusiastic play occasionally results in a lack of consideration for others.
- Pupils respect the school rules and have a thorough understanding of the school's behaviour policy, and the consequences and sanctions. They say there is no bullying in school. They have a good understanding of what can constitute bullying, including bullying related to race and gender. Most parents who responded to Parent View are confident that their children are well looked after.
- Pupils are confident to engage in conversation and debate. They listen well to adults

and their peers and show respect for the views of others. In key stage 1, pupils do not always respond quickly to instructions from adults.

Outcomes for pupils

Good

- Since the previous inspection, pupils' achievement has improved and is now good throughout the school. At the end of key stage 1 in 2018, the proportion of pupils achieving expected levels, as well as those achieving greater depth, improved and was above the national average and in the top 10% of schools. Over time, attainment at the end of key stage 2 also reflects the same strong picture, particularly in reading and mathematics. In 2017 and 2018, the proportion of Year 6 pupils reaching the expected standard and higher in reading, writing and mathematics combined was considerably above average.
- Children leave the Reception class with a good grasp of phonics. Good achievement in phonics at the end of key stage 1 has been consistent over time. This ensures that most pupils have a secure enough understanding to decode words and apply this knowledge to their writing. Young pupils soon develop the mechanics of writing, including the start of a cursive handwriting style, and set their work out neatly.
- Pupils in key stage 2 can write effectively across a range of genres and are influenced by the class texts they are reading to develop their own style. Pupils use a range of vocabulary and grammatical techniques to write to a good standard, including when they write across other curriculum subjects. Their handwriting is consistently good and work is well presented.
- Pupils of all ages talk about their enjoyment of reading. When books are well matched to their skills, younger pupils read confidently with enthusiasm, sounding out words using their phonics skills, anticipating what is coming next in a story and enjoying their choice of text. The older pupils in key stage 2 read fluently and can discuss their choice of books and talk about an authors' style of writing. They share their preferences for books they read at home.
- Overall, across the school, pupils achieve well in mathematics. Pupils' books show they have a lot of practise in recording their work as they would have to on a test paper. While this regular practice ensures that pupils are proficient and fluent in their basic mathematical skills, opportunities to apply these in 'real life' situations through mathematical investigations has been limited. This means that pupils are less confident in expressing their mathematical reasoning or writing and spelling mathematical vocabulary.
- The few disadvantaged pupils make good progress as a result of the school's attention to supporting their learning. In addition, they have equal opportunities to participate in out-of-school activities and, when necessary, access to pastoral support.
- The achievement of pupils with SEND is good. They are fully included in the school's activities and are confident learners because of the well-planned curriculum and good quality of teaching and support from teaching assistants.
- Pupils say they enjoy a range of different subjects and usually show a good grasp of what they have learned. In science, pupils use the correct terminology to recount the experiments they have done, explaining their hypothesis and conclusion, and they have

a secure understanding of the concept of a fair test.

- In other subjects, where teaching has been weaker, pupils are less confident in explaining their learning, although they can describe the activity they were doing. For example, pupils were sharing some art they were proud of but were unable to identify the medium they had used or describe the techniques they had applied.

Early years provision

Good

- Children entering the Reception class have skills, knowledge and understanding at least in line with those typical of their age. Over time, the proportion of children achieving a good level of development by the end of Reception has been consistently above the national average, including those exceeding in some areas of learning. This reflects similar proportions to their starting points. Children leave the Reception Year well equipped for learning in key stage 1.
- The teaching of phonics is effective. Teachers use active methods to engage children's interests. Children can sound out simple words. They learn the basic skills of reading and apply the sounds they have learned to their spelling. Children are confident and able to write at length, and standards are above those expected for their age.
- The teaching of mathematics is focused on acquiring early number skills and resources, both inside and out, support this. Children participate in problem-solving activities, working well as a team, making suggestions, listening to one another and sharing their ideas. Children work collaboratively and positively and make changes to their construction based on their thinking.
- Children behave well in both the classroom and the outside area. They cooperate well with each other and follow the class procedures and routines. Relationships between children and staff, as well as with each other, are good. Children are happy, motivated and ready to learn.
- The leader of the early years largely understands the strengths and weaknesses of the early years provision. Activities, particularly in reading, writing and mathematics, which are guided by an adult are carefully planned and result in children's good progress.
- Activities, both inside and outside, which children choose for themselves are not always planned with a clear purpose for learning. The links with reading, writing and mathematics are not fully exploited in the outside area, where activities sometimes lack challenge and do not motivate children's independent learning effectively.
- Transition arrangements are good. The welfare and safety requirements in the early years are met. Children's personal needs and health and safety requirements are ensured. The Reception class provides a safe place for children.

School details

Unique reference number	107281
Local authority	Bradford
Inspection number	10087507

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	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Andrew Rabbitt
Headteacher	Glen Hartford
Telephone number	01943 431133
Website	www.benrhydding.ngfl.ac.uk/
Email address	office@benrhydding.bradford.sch.uk
Date of previous inspection	28–29 March 2017

Information about this school

- Ben Rhydding Primary School is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils who are eligible for support through the pupil premium is well below the national average.
- The proportion of pupils with SEND varies from year to year. Currently, it is above the national average for those pupils requiring additional support.

Information about this inspection

- Inspectors visited lessons in all classrooms, and many with the headteacher. In addition, they observed the teaching of small groups of pupils.
- Inspectors scrutinised some pupils' work and listened to some pupils read. They spoke with a number of pupils about their views of the school and their opinions of behaviour and safety. They reviewed the 32 responses to Ofsted's pupil survey.
- Inspectors held discussions with staff and governors and took into account the 16 responses to Ofsted's staff survey.
- Inspectors considered a wide range of school documents. These included the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents, and documents relating to safeguarding and the monitoring of teachers' performance.
- Inspectors took into account the opinions of parents who submitted their views to the inspection team, as well as the 123 who responded to Parent View.

Inspection team

Karen Heath, lead inspector

Ofsted Inspector

Fiona McNally

Ofsted Inspector

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