

Inspection of Reevy Hill Primary School

Bedale Drive, Buttershaw, Bradford, West Yorkshire BD6 3ST

Inspection dates: 10–11 October 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

What is it like to attend this school?

Reevy Hill Primary is a caring and welcoming school. Pupils are happy, smiling and feel safe. They enjoy coming to school. Pupils are respectful and polite to each other, staff and visitors. They try their best in lessons and enjoy their learning.

Leaders have high expectations of all pupils. The motto of 'Dream, Believe, Achieve' is embedded in the school's everyday life. Pupils talk enthusiastically about the changes that have improved the school over the last two years. The headteacher and his staff want every pupil to do their very best in all aspects of school life.

Teachers know their pupils very well. Relationships between teachers and pupils are very positive. There is a calm atmosphere around the school. Pupils behave well. They say that bullying is rare and when it does happen, teachers sort things out quickly.

There is a wide range of activities for pupils to take part in outside of lessons, including football, basketball, drama and dance clubs. Pupils particularly enjoy the 'culture club' where they learn about all aspects of different cultures.

What does the school do well and what does it need to do better?

School leaders, supported by the trust, have developed a curriculum that is well planned across subjects. They have thought carefully about what pupils need to learn and in what order. In some subjects the content pupils learn is connected to another subject. For example, in science in Year 6, when carrying out experiments, pupils use their knowledge of how to create graphs. However, these connections are only beginning to feature in other subjects. Leaders have already begun work to embed this.

Reading is a priority in this school. The two teachers responsible for reading and phonics (letters and the sounds they represent) support staff very well. All staff understand how phonics should be taught and they do this well. Extra help is given quickly to any pupils who need to catch up. Pupils enjoy reading and read frequently at home. The books that pupils read in school are matched to the phonics they have been learning. As a result, the achievement of pupils in phonics and reading is improving.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Teachers believe strongly that all pupils must achieve to the best of their ability. Teachers identify any learning needs early. They adapt the curriculum to meet each pupil's needs. Leaders ensure that pupils with SEND have full access to all extra-curricular activities.

Teachers have had the right training to help them deliver the curriculum. They are very positive about how the headteacher considers their workload and well-being.

Teachers use assessment well to check if pupils have learned the curriculum. They adapt their teaching to plug any gaps in pupils' knowledge or to clear up misconceptions. As a result, pupils' achievement in reading, writing and mathematics is improving.

Children in the early years settle in quickly because adults help them to feel safe, secure and welcome. Children share and take turns when learning. Children move about safely, both indoors and outdoors. Leaders have very recently reviewed the curriculum in Reception and it is clearly planned in all areas of learning. However, teachers are only beginning to think about the order in which children learn things.

Pupils behave well in and out of the classroom. They move around the buildings with care and open doors for visitors. They are proud of their environment, especially the recently opened library. The relationships between teachers and pupils are positive. Pupils are very well cared for.

Governors know the strengths and weaknesses of the school well. They work closely with leaders and the trust to make sure the school is managed well.

The school provides a wide range of opportunities for pupils to take part in. For example, during lunchtimes pupils can play football, basketball and hockey. Pupils can play indoor curling or chess. They can take part in drama or dance clubs or go on residential team-building trips. When pupils go to the culture club, they learn about different countries and cultures and healthy eating and visit different restaurants.

Since his appointment, the headteacher, has worked hard to improve the school. Staff and parents said how much the school has improved over the last two years. Parents' views about the school have strengthened over time. Parents told inspectors that the 'school cares' and 'the headteacher listens'.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher and his senior leaders make sure that there is a strong culture of keeping children safe. Staff receive regular training and understand any issues in the local area. They know what signs to look for if they have any concerns. Leaders work closely with the police and other local community groups to raise awareness around knife crime and gang culture. Pupils know how to stay safe at school, at home and in the local community. They also know who to go to if they have any concerns. Leaders ensure that safeguarding records are accurate. They carry out appropriate recruitment checks to make sure that staff are safe to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The sequencing of curriculum content in most subjects is done in a logical way so that pupils' knowledge builds up over time. Leaders need to continue to connect the content of different subjects so that pupils acquire wider prior knowledge and increase their vocabulary.
- Following a period of weak leadership and teaching, leaders have now put in place a curriculum that is coherently planned. However, leaders need to ensure that the content of the curriculum taught in Reception is more clearly sequenced. That way, children can build up cumulative knowledge and skills so that more of them are ready for Year 1.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143511
Local authority	Bradford
Inspection number	10110539
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	Board of trustees
Chair of trust	Brian Wilson
Headteacher	Michael McKenna
Website	http://www.reevyhill.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is smaller than the average-sized primary school.
- The school converted to an academy and joined the Leading Learners Academy Trust in November 2016. This is the school's first standard inspection. When its predecessor school was last inspected by Ofsted, it was judged to require improvement.
- The headteacher was appointed in September 2017.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with an education, health and care plan is below the national average. The proportion of pupils with special educational needs support is above the national average.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, deputy headteacher, subject leaders, SEND coordinator, teachers, and members of the wider body of staff. We also met with representatives from the trust, including the chief executive officer, and the chair

of the local governing body.

- We undertook deep dives into the following subjects: reading, mathematics, science and geography. This involved meetings with subject leaders; joint visits with leaders to a sample of lessons in these subjects; joint work scrutiny, with leaders, of books and other kinds of work produced by pupils who were part of the classes observed; and discussion with teachers and groups of pupils from the lessons observed.
- We held informal and formal discussions with many pupils and observed interactions during playtime and lunchtime.
- We observed the work of the school and scrutinised a wide range of evidence, including the school's self-evaluation, action plans, attendance and behaviour records, safeguarding files, and recruitment checks. We talked to staff about their role in keeping pupils safe.
- We talked to staff about their workload, and about the amount and quality of training and support they receive from leaders.
- We took into account the six responses from parents to Ofsted's online questionnaire, Parent View. We also took into consideration the 23 staff responses and two pupil responses to Ofsted's online staff and pupil surveys.

Inspection team

Dimitris Spiliotis, lead inspector

Her Majesty's Inspector

Peter Marsh

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019