

School report

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Inspection of Wilsden Primary School

Tweedy Street, Wilsden, Bradford, West Yorkshire BD15 0AE

Inspection dates: 7–8 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The headteacher and his team encourage everyone to abide by the school motto, 'Start small, dream and achieve big'. Teachers plan experiences that capture pupils' interests. Pupils enjoy spending time learning in the school's 'Fawcett Forest'. They work together to make fires, toast marshmallows and develop friendships. Pupils do not learn consistently well across all subjects.

Pupils like coming to school and attendance is good. Pupils enjoy the units they study, such as learning about their locality and environmental issues. Pupils have enjoyed work on World War 2 and Remembrance Day. Some pupils say they could be challenged more as they like hard work that makes them think.

Pupils generally feel well looked after. There is a new approach to managing behaviour. Pupils like the rewards it offers for good behaviour. The behaviour of some pupils is not always as good as it could be. In some cases, it stops pupils from learning. Pupils said the consequences of poor behaviour were not always tough enough as some pupils continue to break school rules and disrupt learning.

Pupils feel safe at school. They know who to turn to if they have any concerns. Staff support them in sorting out any problems they have. Pupils say that bullying happens but it is generally resolved quickly.

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

School leaders, trust leaders and the local governing body are all ambitious for the school. They have detailed plans of what they want to achieve. They are working together to improve the school and the curriculum. There is some inconsistency in how well these plans are implemented.

Leaders have designed a curriculum informed by pupils' interests and suggestions. They use these ideas to enhance their plans of what pupils will learn. Curriculum leaders are working hard to try to put these ideas into action. The units of work pupils study excite them. Not all curriculum leaders have developed the expertise to check how well the curriculum works in practice.

Leaders have prioritised reading and have started to ensure staff are well trained in early reading and phonics. Teachers choose reading books carefully so that pupils practise sounds they have learned in phonics. As a result, most pupils are confident readers by the end of Year 2. Pupils talk enthusiastically about books they have read and those that are read to them.

In the early years, staff do not have high enough expectations of what children can achieve. The curriculum does not consistently enable children with high levels of skills and knowledge to meet the standards of which they are capable. In

independent activities, children do not get enough chances to practise or extend their knowledge.

Teachers adapt the curriculum for pupils with special educational needs and/or disabilities (SEND). Leaders advise teachers of ways to include pupils in learning alongside their classmates. This includes appropriate support from additional adults. The 'Keep Up Not Catch Up' (KUNCU) approach has made a difference in ensuring gaps in pupils' knowledge are closing quickly. Pupils say KUNCU helps them learn from any misunderstandings they might have. Adults say it has reduced their workload.

Some parents, pupils and staff told us that pupils do not behave consistently well on the playground and in lessons. Inspectors saw examples of poor behaviour. Some pupils are disrespectful to adults and this can disrupt pupils' learning. When pupils misbehave, pupils told us that action taken by leaders does not always result in better behaviour.

Leaders support pupils' personal development well. This is a strength of the school. Pupils are proud to take responsibilities, such as head boy and girl, or to be a member of the junior leadership team. Pupils' success and achievement, both in and out of school, are celebrated. The school offers a range of after school clubs such as cross country and boxercise. Pupils are proud to represent the school in local and Trust events.

The view of the school held by many parents and community members is generally positive. There are some parents who said they don't feel that leaders want to listen to their worries. They also said leaders are sometimes too slow to take action with concerns they share with leaders. Leaders want all parents to feel confident to approach them. They recognise that they need to work harder to ensure that relationships with all parents improve.

Trust leaders and governors share the school leaders' desire to give pupils the best education possible. Leaders keep them up to date on the school's performance. Some information governors receive paints too positive a picture, especially around the behaviour and attitudes of pupils.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff have appropriate training. Staff are alert to signs of abuse or neglect. They know how to report any concerns. Leaders respond swiftly and record these appropriately.

Leaders are quick to identify pupils who may be vulnerable. They work effectively with external agencies to provide support for families. Leaders are not afraid to challenge these agencies to get the best support to keep pupils safe.

Leaders are aware of the safeguarding risks that exist for pupils on social media. Visits from the police provide important messages to help pupils keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- New curriculum leaders do not check on the subjects they oversee with enough rigour. They do not have a comprehensive understanding of the school's strengths and areas for development. Leaders should build on the strengths of the leadership of early reading and SEND to support the development of all curriculum leaders. They should ensure leaders are able to check the success of their plans and actions on pupils' quality of education across the curriculum.
- Leaders have not assured themselves that the early years curriculum meets the needs of all children. They have not checked that all children develop, deepen and consolidate their knowledge and understanding from their starting points. Leaders must ensure that the early curriculum is ambitious for children of all abilities and starting points so that children are better prepared for Year 1.
- The poor behaviour of some pupils disrupts learning for others. While leaders were surprised at this, they recognise the need to address the views of behaviour shared with inspectors by many pupils, and some parents and staff. There is a need to improve pupils' behaviour and their attitudes to learning. Leaders need to review the working of the behaviour policy and the consequences of poor behaviour. They need to ensure poor behaviours do not impact negatively on pupils' learning.
- Although most parents are happy with the school, some are not. These parents told inspectors that some staff do not listen to them or take their concerns seriously. Senior leaders need to ensure that all parents feel confident that leaders and all staff are approachable so that any worries or issues can be identified and resolved quickly.

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 are the school and you are 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	144006
Local authority	Bradford
Inspection number	10121651
Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	336
Appropriate authority	Board of trustees
Chair of Trustees	Clive Davies
Headteacher	John Davison
Website	www.wilsdenprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to become an academy school on 1 February 2017, joining the Focus Trust. When its predecessor school, Wilsden Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils with an education, health and care plan is above the national average.
- The school runs a breakfast club and an after-school club.

Information about this inspection

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

- We met the headteacher, deputy headteacher, assistant headteacher, the pastoral worker and some curriculum leaders.
- We met the chief executive officer and the academy improvement partner of the multi-academy trust.

- The arrangements for safeguarding were checked. We looked at the school's vetting checks on adults, staff training and safeguarding records.
- We discussed the school's records on attendance and behaviour with leaders.
- We analysed the school and trust self-evaluation documents and plans for improvement.
- We looked at curriculum planning for a wide range of subjects.
- We met two members of the governing body, one who is also a trustee, and looked at information from governor meetings.
- We talked informally with pupils in lessons and at breaktimes, as well as holding formal meetings with groups of pupils. We also took account the 18 responses to Ofsted's online pupil questionnaire.
- We talked to a number of parents as they picked their children up at the end of the school day. We also looked at a parent survey school leaders had carried out and the 83 responses to Ofsted's survey, Parent View.
- We met with members of staff and took account of the 28 responses to Ofsted's online survey.
- The subjects considered as part of this inspection were early reading, mathematics, geography, science and personal, social and health education (PSHE). We carried out deep dives in these subjects. This entailed meeting with senior leaders, curriculum leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and looking at pupils' work. We also listened to pupils read and spoke to pupils about reading.

Inspection team

Nicola Shipman, lead inspector	Ofsted Inspector
Louise Greatrex	Ofsted Inspector
Mary Lanovy-Taylor	Ofsted Inspector

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