

Inspection of a good school: Addingham Primary School

Bolton Road, Addingham, Ilkley, West Yorkshire LS29 0NR

Inspection dates:

4–5 February 2020

Outcome

Addingham Primary School continues to be a good school.

There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now.

What is it like to attend this school?

Teachers plan lessons which are exciting, interesting and fun. Reading is at the core of everything pupils do. Pupils experience a wide range of books which link to their learning. They use reading skills to help with their writing too. Leaders have made sure the curriculum is rich and broad. All pupils study all the subjects in the national curriculum in great depth. Pupils have confidence when talking to visitors and adults about their learning. Attitudes to learning are exceptional. Pupils also help and support each other with their learning. They feel safe and looked after in the school.

Staff have very high expectations of pupils. Pupils are proud to meet these expectations. Pupils behave exceptionally well. Pupils say bullying is not a problem and is very rare. They told me everyone gets on with each other and everyone is welcome.

The school offers pupils lots of opportunities for learning beyond lessons. Pupils take part in community projects and educational visits. They enjoy learning from lots of visitors to the school. Pupils attend clubs and activities at lunchtimes, before and after school. Assemblies help pupils to think about others in their own and other communities.

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

Leaders have planned the curriculum so it is ambitious for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). They have made sure lessons follow a sequence which makes sense to pupils. Pupils build up knowledge and skills by remembering important concepts. This helps them with current learning. Teachers make sure pupils get the chance to revisit prior learning when it is necessary. In every subject, teachers check pupils' understanding throughout each lesson. This makes sure they can identify things pupils might struggle with. Teachers give pupils any extra help they need. Because of this, pupils keep up with learning. Teachers, leaders and pupils say this is much better than having to catch up.

Reading has a high profile. Younger pupils learn phonics knowledge well. This provides them with the skills needed to develop reading further. Teachers choose books that match the phonics skills of pupils. High-quality reading books provide a basis for lots of learning. There is a new book to study every half term for all pupils. Leaders make sure pupils develop a love of reading by introducing them to a wide range of books. These books always match pupils' reading skills. But the books also challenge them to improve their reading.

Throughout the curriculum, teachers link reading and writing. For example, in Year 3, pupils study 'The Lion, the Witch and the Wardrobe'. They use this text to develop their script-writing skills. Pupils have opportunities to try other writing styles as well. Pupils practise planning, drafting and editing their work. Pupils' reading and writing are of high quality in all year groups.

In mathematics, leaders sequence lessons so pupils learn in a logical order, building up skills. Pupils get the chance to apply skills by problem solving and reasoning. The quality of pupils' work in mathematics is high.

During the inspection, I was able to see some exceptional work from pupils in science and art. Leaders have also made sure that pupils experience a broad curriculum. All pupils have French and music lessons. Many of these lessons are with specialist teachers.

Pupils are at the centre of this school, and the school strives to be at the centre of the community. The 'green heart of Addingham' project is one example of how leaders have worked hard to ensure this. Pupils enjoy a wide range of experiences. These help them to develop important life skills. Their exemplary behaviour provides evidence of how they benefit from this.

Leaders have made significant improvements since the last inspection. But they have done so while taking into consideration the well-being and workload of staff. Staff report they are proud of the school and are very happy to work in it.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that the procedures for checking, recruiting and training staff are robust. All staff have regular safeguarding training. As a result, staff take swift action to ensure that pupils receive the help they need. All staff and pupils know who to talk to when they have a concern.

Leaders have worked hard to make sure pupils are supported if they have concerns or worries. They have recently introduced a project which is popular with pupils because it allows them to share any feelings of vulnerability they may have. Pupils learn how to keep themselves safe, including when online. Pupils know the names of the designated safeguarding leaders in the school. They understand what leaders can do to help them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have identified early reading and early mathematics as areas they want to develop further. They have introduced a new early reading programme and embarked upon an early years mathematics project. Leaders intend to, and should, further embed the early reading programme and implement the new mastery approach in mathematics through the early mathematics project.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Addingham Primary School to be good on 12–13 July 2016.

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	107286
Local authority	Bradford
Inspection number	10121871
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	222
Appropriate authority	The governing body
Chair/Chair of trust/Chair of governing body	Anna Robinson
Headteacher	Hilary Cave
Website	http://www.addingham.bradford.sch.uk
Date of previous inspection	12–13 July 2016

Information about this school

- The school is an average-sized primary school.
- The school runs a before- and after-school club.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils with SEND is below average.

Information about this inspection

- I met with the headteacher, senior leaders, curriculum leaders and other members of staff. I also met with a group of governors, including the chair of governors. I took account of the 22 responses to Ofsted's staff survey.
- I observed pupils' behaviour in lessons and around the school, including at playtimes and lunchtimes. I gathered pupils' views about the school through formal and informal discussion.

- I scrutinised a range of documentation, including the school’s self-evaluation and improvement plans, minutes of governing body meetings and safeguarding documents. I also evaluated information relating to pupils’ behaviour and attendance.
- I took account of the views of 95 parents who responded to Ofsted’s online questionnaire Parent View, along with 94 responses submitted as free-text.
- I looked in depth at the following subjects: reading, English and writing, and mathematics. In doing so, I visited classes across year groups and reviewed pupils’ work. I spoke to pupils about their learning and listened to them read. I also met with teachers.

Inspection team

Barry Found, lead inspector

Her Majesty’s Inspector

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