

Inspection of Blakehill Primary School

Highfield Road, Idle, Bradford, West Yorkshire BD10 8QN

Inspection dates: 19 and 20 July 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Behaviour at Blakehill Primary School is exceptional. Pupils are happy and safe. Staff ensure that pupils follow the three behaviour rules: 'be ready, be respectful, be safe'. Pupils are highly engaged during lessons. At social times, pupils play well together. Bullying is not tolerated.

Staff are well trained to support pupils with special educational needs and/or disabilities (SEND), academically and pastorally. Pupils in early years enjoy learning and playing together. Staff celebrate pupils' achievements.

Leaders provide a range of opportunities for pupils' personal development. There are various clubs, including tranquillity club, rock steady and boxfit. There are also residential visits in Years 4, 5 and 6. Pupils gain skills and confidence from participating in the activities. Pupils also take on a responsibility, such as joining the school council or buddy reading with younger children.

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

The curriculum in key stage 1 and key stage 2 is well designed. Pupils are enthusiastic about their learning. They are keen to share their work. Teachers know precisely what pupils need to learn. They revisit important knowledge to help pupils remember their learning. In lessons, teachers identify and address pupils' misconceptions quickly and effectively. Pupils with SEND are well supported. They get the right help at the right time. Pupils with particularly complex needs thrive.

Leaders are embedding a new approach to assessment. It is intended to help teachers better identify specific gaps in pupils' knowledge. This approach is usually effective. However, in some subjects, leaders do not design assessment tasks well consistently. When this happens, teachers cannot identify and address pupils' gaps precisely enough.

In early years, children play and learn well together. Staff help children learn to read quickly. They make sure that children who struggle with reading stay on track. A high proportion of pupils in Year 1 achieve the standard in the phonics screening check. Children gain basic numeracy skills ready for Year 1. Children acquire most of the knowledge they need to access the full range of subjects in key stage 1. For example, they learn about their grandparents' childhood experiences. This helps to get children ready for learning in history. However, some activities that children engage in are not planned or purposeful. Children do not get the most out of these activities.

Leaders prioritise reading. They have introduced a range of strategies to develop pupils' engagement with reading. Pupils regularly recommend books to one another. Leaders invest in high-quality texts. They include texts which reinforce important knowledge and vocabulary from the curriculum.

Behaviour is outstanding. Relationships between staff and pupils are extremely positive. Staff's expectations of behaviour are high for every pupil. Pupils respond well. Pupils have high levels of self-control. They concentrate and work hard. They treat each other with respect and kindness.

Leaders have designed a highly effective curriculum for pupils' personal, social, and health education. They learn about their home city of Bradford and its people. They also learn about the wider world as well. Pupils have positive attitudes towards people of different backgrounds and faiths. They know about democracy and the law. Pupils speak knowledgeably about staying safe and healthy, both mentally and physically. They know how to stay safe online. Pupils are prepared well for life in modern Britain. Members of the school council speak proudly of the impact they have on school life, especially the way they look after the school environment. They feel valued by staff and pupils.

Leaders and governors encourage staff to continually reflect on their work. This is highly effective in ensuring a positive culture of professional challenge and support. Staff at all levels strive to be even better. Staff appreciate how leaders support their well-being and manage workload. Most staff feel highly valued. They are proud to work at Blakehill Primary School.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have built strong relationships with families to help keep pupils safe. Staff report all concerns about pupils' well-being. Leaders act on concerns straight away. Their work is highly effective. Leaders involve other agencies, such as social services, when necessary. Most pupils tell staff straight away if they are worried about anything. Staff take the time to listen to pupils. Pupils feel safe.

Leaders carry out all of the necessary recruitment checks on staff as part of keeping pupils safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in the early years provision is not planned in detail consistently. Staff do not know exactly what pupils should learn. Pupils miss out on developing important knowledge and skills. Leaders should ensure that curriculum planning is sufficiently detailed and implemented effectively to meet pupils' needs.
- In some subjects, leaders have not developed effective assessment strategies. Some assessment tasks do not help staff identify specific gaps in pupils' knowledge and skills. Leaders should continue to develop and embed assessment strategies, ensuring tasks enable staff to identify pupils' gaps with precision.

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 information from Ofsted Parent View 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	107224
Local authority	Bradford
Inspection number	10211960
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	419
Appropriate authority	The governing body
Chair	Philip Cavalier-Lumley
Headteacher	Lisa Keighley
Website	www.blakehillprimary.co.uk
Date of previous inspection	13 February 2019, under section 8 of the Education Act 2005

Information about this school

- The proportion of disadvantaged pupils eligible for additional government funding is slightly below average.
- The school does not make use of alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held several meetings with the headteacher during the inspection.
- An inspector met with five members of the governing body.
- Deep dives were carried out in these subjects: early reading, mathematics, music and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some

pupils about their learning and, where appropriate, looked at samples of pupils' work.

- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school.
- Safeguarding documentation and records for behaviour and attendance were checked.
- An inspector spoke with some parents at the start of the school day. Inspectors also reviewed the 93 responses received through the Ofsted online questionnaire, Ofsted Parent View, including 92 free-text responses. Inspectors considered the 32 responses received through Ofsted's staff questionnaire and 34 responses received through the Ofsted's pupil survey.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. The inspector spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.

Inspection team

Zoe Helman, lead inspector

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