

Inspection of Thornbury Primary Leadership Academy

Dick Lane, Bradford BD3 7AU

Inspection dates: 14 and 15 September 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Everyone can be a leader at this school. Pupils have the opportunity to become environmental ambassadors and school council members. They can achieve a range of leadership awards. Pupils are taught to value themselves.

Leaders are ambitious for all pupils. Children in the early years get off to the best possible start. Across the school, pupils learn a curriculum which is rich in knowledge. They also learn about how to stay safe and how to be respectful and responsible citizens. Leaders know their community well. They ensure that the curriculum is well matched to the needs of their pupils.

Cooking, curling, archery and boccia are just some of the clubs offered to pupils. In breakfast club, there are opportunities for pupils to develop artistically and creatively. Every opportunity is taken to help pupils develop interests and talents.

Bullying is rare. Pupils are confident that adults would not tolerate any unkindness. Pupils feel safe. At social times, they play well together and enjoy access to the sporting facilities available to them.

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

Leaders have ensured that there is a well-considered curriculum in place for all subjects in the national curriculum. Leaders have identified precisely what they want pupils to know and understand. Leaders have broken down this knowledge into small steps. This helps teachers to plan what is needed so that pupils build their knowledge over time.

Subject leaders are experts in the areas that they lead. They give teachers valuable training on how to teach their subjects well. This, along with other support from the trust, is valued by teachers.

Teachers check what pupils have learned at the end of each topic. Leaders use this to understand how to improve the curriculum over time. However, a minority of teachers do not routinely check if pupils have any gaps in their knowledge. This means that sometimes pupils are moved on to new learning too quickly.

Pupils who have an education, health and care (EHC) plan are well supported. Teachers are given valuable information about these pupils so that they understand how to meet their individual needs. However, teachers do not consistently receive detailed and precise information about some of the pupils with special educational needs and/or disabilities (SEND) who do not have an EHC plan. This means that teachers are not always clear on the best ways to meet the needs of some pupils with SEND.

Leaders have planned a highly ambitious curriculum for children in the early years. Staff have carefully planned the knowledge they want children to learn, taking

account of their starting points. Adults model high standards of literacy. They carefully introduce children to important vocabulary. Children copy this in their own play. Clear routines help children to develop the skills that they need to begin Year 1. Leaders work closely with parents and carers to ensure the best possible start for children.

Adults who teach reading are highly skilled. They fully understand the school's approach to teaching early reading and writing. They follow this approach consistently. This means that children build their reading knowledge over time.

Behaviour around school, including at social times, is positive. Pupils are well supervised and cared for. Most pupils work hard in lessons and behave well.

The personal development of pupils is exceptional. Every opportunity is taken to develop pupils' character. Pupils value the leadership opportunities available to them, including diplomas that they can achieve for community service. They learn about difference, tolerance and acceptance and can debate and discuss sensitive topics with maturity. Pupils are ambitious for themselves.

Those responsible for governance provide high-quality support and challenge to school leaders. They know the school well because they make appropriate checks. Governors check on the well-being of staff, including the senior leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding within school. Leaders ensure that all staff receive appropriate training. Leaders regularly check that staff understand how to identify and report any concerns. Leaders use these checks to continually strengthen staff's understanding.

Leaders know the risks that pupils might face locally. Leaders ensure that pupils are taught how to stay safe online and within their community. Leaders work effectively with outside agencies, such as the police and local charities. They work closely with families to support pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There is variability in the quality of information given to teachers about some pupils with SEND. This means that some staff do not have a clear picture on the best way to support these pupils. Leaders should ensure that teachers are given sufficient information about pupils with SEND so that teachers can more effectively adapt the curriculum for their pupils.

- A minority of teachers do not consistently use assessment well to identify gaps in pupils' knowledge and understanding. This means that occasionally pupils' misunderstandings are not picked up and quickly addressed. Leaders should ensure that all teachers routinely use assessment effectively to support pupils to learn the curriculum.

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.

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	145936
Local authority	Bradford
Inspection number	10241391
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	488
Appropriate authority	Board of trustees
Chair of trust	Kamruddin Kothia OBE DL
Principal	Clare Daddy
Website	https://www.thornburyprimary.com
Date of previous inspection	Not previously inspected

Information about this school

- This is a larger-than-average primary school.
- The school joined Star Academies trust in 2018.
- The school does not use any alternative provision.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives into these subjects: reading, English, mathematics, science and history. They met with curriculum leaders, visited lessons, scrutinised the work of pupils and met with teachers and pupils.

- Inspectors checked the school’s arrangements for safeguarding. This included checking the school’s single central record, scrutinising record-keeping and speaking to staff and pupils.
- Inspectors met with the principal and executive principal and other leaders, including subject leaders. They also met with members of the governing body and the board of trustees as well as the chief executive officer of the trust.
- Inspectors scrutinised documents, including the school’s self-evaluation and improvement plans.
- Inspectors also spoke to different groups of pupils, including speaking to single-gender groups. They also spoke with parents at the start of the school day.
- Inspectors also met with groups of staff, including support staff and early career teachers.
- Inspectors considered the views of parents, staff and pupils through Ofsted’s online surveys.

Inspection team

Natasha Greenough, lead inspector	Ofsted Inspector
Peter Heaton	Ofsted Inspector
Sharon Stelling	Ofsted Inspector

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