

Inspection of Oldfield Primary School

Oldfield Lane, Oldfield, Keighley, West Yorkshire BD22 0HZ

Inspection dates: 7 and 8 March 2023

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

What is it like to attend this school?

At Oldfield Primary School, there is a strong sense of community. Staff make sure pupils feel valued. Pupils say that staff listen to any worries they may have. Bullying is rare. Leaders address any poor behaviour quickly and effectively. This helps pupils to feel safe.

Leaders have high expectations for pupils' learning. This includes pupils with special educational needs and/or disabilities (SEND). Staff have created a curriculum that enables pupils to know and remember more over time. In lessons, pupils listen attentively to staff. They make the most of opportunities to learn. Pupils enjoy their lessons. They take pride in their work. They make sure it reflects adults' high expectations.

At social times, pupils treat each other with care and respect. Older pupils support the younger children. They join in with their games and model good behaviour. All pupils can take part in visits to local cultural events and museums. Older pupils have opportunities to develop entrepreneurial skills, such as planning for a fundraising tuck shop, before they leave the school.

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

Leaders have redesigned parts of the curriculum to allow children to know and remember more. The curriculum is ambitious and exciting. Leaders have developed the curriculum by using powerful texts as a starting point to help pupils understand evolution. Until recently, the senior leadership team has overseen curriculum development. Senior leaders have passed responsibility for the curriculum to middle leaders. However, some subject leaders are unable to clearly identify what pupils should know and when. In these subjects, leaders have not adapted the curriculum to meet the needs of pupils in mixed-age classes, and children make slower progress. Leaders are addressing this through a training programme for subject leaders. Leaders also provide training to develop the subject knowledge of teachers. This is strengthening teachers' understanding of how to plan clear, focused lessons.

All pupils, including those with SEND, follow the full curriculum. Regular assessments are used to check pupils' understanding in English and mathematics. In other subjects, staff plan quizzes and recap activities to identify what pupils remember about their learning. Pupils are proud of their work. Classroom displays highlight quality work from across the wider curriculum.

The early years curriculum is well designed. High-quality texts and stories are used to introduce children to different cultures. Adults encourage children to use a wide range of vocabulary in their talk. The classroom has a range of resources to aid children's development. Adults encourage children to learn from their mistakes. This strengthens their resilience and helps deepen their understanding. Staff support children to be ready for their next steps in learning.

Leaders have prioritised reading. They introduced a new early reading programme. Staff understand how to deliver the programme. Staff use regular assessment to check that pupils' phonic knowledge is secure. Pupils who struggle with reading have daily support. Pupils read with increasing fluency across the school.

Leaders have carefully chosen books and stories to support learning across the curriculum. These books are well matched to pupils' needs. Staff encourage pupils to read widely and often. Pupils talk with confidence about what they read. They say that they enjoy reading.

Leaders identify the support required for pupils with SEND. Teachers make some adaptations to meet the needs of pupils with SEND. However, staff are not provided with enough detailed information about the needs of individual pupils. This means that the adaptations in place do not consistently meet individual needs well.

Pupils support each other and behave well. They engage well during lessons. Leaders ensure that pupils respect other cultures and backgrounds. New links with local schools are developing this understanding. Leaders use assemblies and focus events to celebrate a range of festivals and events. Children develop life skills through activities and residential visits that are carefully thought through. This helps to prepare pupils for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors ensure that adults know how to keep children safe. Staff have regular training. Safeguarding checks are up to date. Staff are trained in safer recruitment practices. The school makes prompt and effective referrals to local agencies.

Governors visit the school regularly. They have a detailed overview of safeguarding systems.

Pupils have a trusted adult in school to speak to if they are worried about anything. Staff take appropriate action. Pupils know appropriate strategies to keep themselves safe. This includes road safety and online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Documentation for pupils with SEND does not contain sufficient information about their needs or effective adaptations that will support them. Some pupils with

SEND do not make the progress that they could. Leaders should make sure that pupils' needs are clearly identified so that staff support pupils more effectively.

- Some new curriculum leaders do not have the expertise to identify clearly in the curriculum what pupils should know and remember, and when. This means that the curriculum in some subjects does not build progressively over time, especially in some mixed-age classes. Leaders should make sure that all learning is planned sequentially to prepare pupils for the next stage of their learning. Senior leaders should ensure that all staff are sufficiently trained to lead subjects confidently.

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	147150
Local authority	Bradford
Inspection number	10269622
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	67
Appropriate authority	Board of trustees
Chair of trust	Sarah Cotton
Headteacher	James Travers
Website	www.oldfieldprimarykeighley.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Bronte Academy Trust.
- Leaders do not use any alternative provision.
- The school manages its own wraparound care. This includes both a breakfast and after-school club.

Information about this inspection

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

- This was the school's first inspection since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, the inspectors met with the executive headteacher, executive deputy headteacher, special educational needs coordinator, subject leaders, members of the governing committee and trustees.
- The lead inspector met with the CEO of the trust.
- The inspectors reviewed a range of safeguarding documentation, including the single central record of checks on staff's suitability to work with pupils. They met with the designated safeguarding leader and checked how leaders record and respond to any safeguarding concerns.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, the inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors observed pupils read to a familiar adult and spoke to pupils informally at breaktimes.
- The inspectors spoke with staff about their workload and well-being.
- The inspectors considered the responses to Ofsted's parent questionnaire, Parent View, including the free-text comments. They also considered the responses to Ofsted's staff and pupil surveys

Inspection team

David Hodgkiss, lead inspector

Ofsted Inspector

Andrea Batley

His Majesty's Inspector

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