

Inspection of Co-op Academy Princeville

Willowfield Street, Bradford, West Yorkshire BD7 2AH

Inspection dates: 11 and 12 June 2024

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.

The executive headteacher of this school is Rimah Aasim. This school is part of Co-operative Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dr Chris Tomlinson, and overseen by a board of trustees, chaired by Russell Gill. The executive headteacher is responsible for this school and one other.

What is it like to attend this school?

Pupils learn a strong moral code in this school. This is based on the values that underpin the co-operative movement. Pupils talk keenly about how they show these values in how they care for one another and how they succeed together. This is a friendly place to learn. The school welcomes pupils of different nationalities and backgrounds. Staff speak many different languages. They are very understanding of pupils' and their families' needs. Pupils know that they can speak about any concerns that they may have and that adults will help them.

Staff have high expectations for all pupils. They encourage pupils to be successful academically and socially. Pupils show a willingness to learn. They respond well in lessons and are keen to answer questions posed by their teachers. There is a calm working hum in the classrooms as pupils set about their learning tasks. Pupils are respectful of one another and of staff. During playtimes, many pupils initiate games and play with one another.

Children in the early years, including the provision for two-year-olds, thrive. Staff ensure that those new to school settle into routines quickly. Adults constantly model spoken language well. They make sure that children learn new vocabulary and are ready for the move into Year 1.

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

Over recent years, with the support of the trust, the school has gone through a period of positive change. Leadership has been strengthened and there is a keen focus on school improvement. There is a determination from staff that all pupils achieve well. As a result, the school has improved across many areas particularly in the quality of the subject curriculums. This is shown in pupils' current achievement in reading and mathematics. Although the approach to teaching writing has been strengthened, this has not impacted on the published teacher assessment data for 2023. However, the work in pupils' books is of a high quality and shows a clear build-up of pupils' writing skills.

The school has developed a broad and ambitious curriculum for all pupils. This starts in early years where skilful staff encourage children to develop their communication skills well. Throughout school teachers ensure that pupils widen their vocabulary and make connections in their learning. Pupils with special educational needs and/or disabilities (SEND) study alongside their peers. Teachers support them by using additional prompts, practical resources and modifying the language used. There are some inconsistencies in how effectively some curriculum policies are implemented in lessons. As a result, some pupils do not have the same experiences as most pupils in the school. Likewise, some activities are not focused sharply enough on how pupils learn, and they occasionally become confused or their attention drifts. Here, pupils do not learn as well as they could.

The school prioritises reading. Staff are successful in teaching the school's phonics programme. They are adept at identifying and supporting pupils who are struggling to read. Pupils read books that are well matched to their phonics knowledge. Daily reading makes them confident and increasingly fluent. There are a range of initiatives to promote reading including a 'summer pack' for children transferring to Reception class. Pupils have access to a range of high-quality books which inspire them to read more.

Leaders provide pupils with a strong careers education. This includes partnership work with local businesses and the wider community. This helps to foster pupils' aspirations for the future. Pupils are well versed in how to keep healthy and have a deep understanding of dietary needs and nutrition. Pupils talk confidently about major world faiths and visit different places of worship. Pupils participate in a wide extra-curricular offer. They enjoy the trust wide competitions such as the Spelling Bee and sporting events. The school gives pupils opportunities to develop their leadership skills. Many pupils are members of the school council or serve as buddies. Pupils know these roles are important because they help make the school an even better place.

The school's behaviour policy is clearly understood by all. Pupils look forward to receiving rewards for positive behaviour. They are polite and courteous to staff and each other. However, some pupils say that there is occasional unkind behaviour on playground. Staff have worked with families to significantly improve pupil attendance.

School leaders are mindful of staff's workload and well-being. They engage positively with staff who feel very well supported. Staff appreciate the many training opportunities provided by the trust. These help them to improve in their roles. Trustees and academy councillor have a very clear understanding of the school and set appropriate priorities for further improvement.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While the school has designed a precise and well-sequenced curriculum, a few teachers do not make the best pedagogical choices to deliver the curriculum effectively. This means that occasionally, some pupils do not learn as well as they could. The school should ensure that staff receive training on the appropriate pedagogical and activity choices so that the teaching of the curriculum is consistently effective.
- There are inconsistencies in how effectively some curriculum policies are implemented. As a result, some pupils do not have the same experiences as most

pupils in the school. The school should ensure that policies and procedures are understood and implemented consistently by all staff so that leaders' vision for the school and its pupils is realised fully.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147709
Local authority	Bradford
Inspection number	10313571
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	Board of trustees
Chair of trust	Russell Gill
Headteacher	Rimah Aasim (Executive headteacher)
Website	princeville.coopacademies.co.uk
Dates of previous inspection	7 and 8 November 2017

Information about this school

- The executive headteacher commenced their post in January 2024. She oversees one other school, Co-op Academy Oakwood.
- The school converted to become an academy and joined Co-operative Academies Trust in September 2019.
- The school does not use any alternative providers of education.
- There is a provision for two-year-old children on site.
- A resource provision for pupils with SEND is located on the school site. This is overseen by staff from Bradford Local Authority.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, other senior leaders and the special educational needs coordinator. Meetings were also held with subject leaders, class teachers and pupils. Further meetings were held with early career teachers.
- The lead inspector met with the chair of trustees, the CEO, other officers from the trust and representatives of the local governing board.
- The lead inspector spoke with officers from Bradford Local Authority.
- The inspectors carried out deep dives into early reading, mathematics, geography and design technology. For each deep dive, the inspector looked at curriculum planning, conducted joint lesson visits with leaders, spoke to pupils about their work and looked at pupils' books and samples of their work.
- Prior to the inspection, the lead inspector reviewed documents on the school's website, as well as published information about the school's performance and previous Ofsted inspections.
- The inspectors observed pupils' behaviour in classrooms and around the school. They spoke with pupils about their views of the school and their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered responses to Ofsted's online survey, Ofsted Parent View. The inspector took the views of staff into account through a number of meetings as well as their responses to Ofsted's staff survey.

Inspection team

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