

Inspection of Thackley Primary School

Town Lane, Thackley, Bradford, West Yorkshire BD10 8PJ

Inspection dates: 3 and 4 July 2024

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	Good

What is it like to attend this school?

Thackley Primary School supports pupils through the three principles of achieving high standards, developing skills for life and creating happy memories. These principles are reflected in the high expectations that staff have for what pupils learn. Pupils rise to these expectations. Pupils are safe. The school is warm and welcoming. Pupils benefit from positive relationships with the adults in the school. As a result, pupils know that they can go to an adult and know that any worries or concerns will be resolved.

Pupils behave very well in lessons. At playtimes, pupils collaborate in a range of activities together. They are considerate and caring towards each other. Pupils get the opportunity to contribute to school life through a range of leadership roles. Pupils take these responsibilities seriously. These roles include maths ambassadors, eco-ambassadors and members of the smile squad. These roles support pupils to understand how they can contribute positively to society.

The school provides pupils with a range of experiences that support pupils' broader development. These enrichment opportunities include accessing forest schools, welcoming a farm to the school and a residential trip to London. Through these experiences, the school brings the curriculum to life for pupils. This is helping pupils to remember the important knowledge that they are taught.

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

The school has prioritised reading. Pupils learn to read through well-sequenced phonics lessons. New sounds are taught accurately. The books pupils read include the sounds that they have been taught. Staff reread these books with pupils over the course of a week. This is developing pupils' reading confidence and understanding of punctuation. Pupils use this understanding to read with expression. The school provides reading workshops for parents. This helps parents to support reading at home. Pupils take books home from the library. These books help widen pupils' vocabulary. As pupils progress through the school they read with comprehension and enjoyment.

The school has carefully considered how the curriculum builds from early years through to Year 6. The curriculum is enriched through visits linked to what pupils learn. For example, in art, pupils visit museums. This gives learning further purpose and context. The school has several strategies in place to help pupils remember important knowledge. This includes focus weeks, when pupils revisit the most important information the school wants them to learn. Strategies are most effective in art and mathematics. In these subjects, pupils use this understanding to tackle more complex problems and concepts. However, in some foundation subjects, pupils are not remembering some areas of the curriculum as clearly. There are small gaps in pupils' understanding. At times, this prevents some pupils from being as successful as they could be.

Pupils with special educational needs and/or disabilities (SEND) are identified quickly. The school ensures that pupils get the support that they need. Where appropriate, this includes working with external experts. The school makes well-considered adjustments to lessons. These are effective in helping pupils with SEND access the curriculum alongside their peers.

Early years is exceptional. The provision is designed with purpose. It is highly successful and engaging. There is a clear focus on developing vocabulary. Children are supported by language that links specifically to each learning activity. This language is ambitious. Children use these words accurately when interacting with each other. Activities are closely aligned to what the children need to learn next. Opportunities to write and to develop early mathematical skills are evident across the provision. As a result, children flourish and are ready to access the curriculum in Year 1.

Personal development in the school is exceptional. Leaders have extremely high ambitions for what pupils experience. The school has created a 'skills for life' curriculum. This provides a vast range of experiences that prepare pupils for the world. For example, pupils learn about first aid and how to take trips on public transport. Pupils' suggestions are incorporated into the extensive range of extra-curricular clubs on offer. Pupils value this. They say that they 'mix together' their suggestions with those of the adults in school to make sure they get the best ideas. Pupils learn about protected characteristics and fundamental British values. Pupils apply this understanding and speak with conviction when talking about themes such as tolerance and equality.

Governors are actively involved in school life. They have an accurate picture of the school. They regularly check to see if changes to the school have had the intended impact. Governors ensure that leaders are supported to continue to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of foundation subjects, pupils are not remembering some parts of the curriculum. As a result, pupils do not consistently connect new learning to the things that they already know. The school should make sure that pupils revisit new learning to help them connect it to their existing knowledge.

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	107221
Local authority	Bradford
Inspection number	10342737
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	466
Appropriate authority	The governing body
Chair of governing body	Annmarie Malcolm
Headteacher	Annette Patterson
Website	www.thackleyschool.com
Date of previous inspection	25 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a breakfast club.
- 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.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, the deputy headteacher and members of the senior leadership team.
- During the inspection, inspectors met with representatives of the governing body and a representative of the local authority.

- 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.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils' read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Nicky Crum	Ofsted Inspector
Gabrielle Reddington	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024