Inspection of Clayton Village Primary School

John Street, Clayton, Bradford, West Yorkshire BD14 6AD

Inspection dates:	19 and 20 November 2024
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 headteacher of this school is Mrs Heidi Rahim. This school is part of Pennine Academies Yorkshire, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Michael Thorp, and overseen by a board of trustees, chaired by Deirdre Bailey.

What is it like to attend this school?

This is a happy and inclusive school community. Staff have high expectations for pupils' behaviour and achievement. Children make a good start to their education in the early years. Over key stages 1 and 2, pupils generally achieve well. Pupils with special educational needs and/or disabilities (SEND) are well supported. Learning experiences are matched well to pupils' needs.

The school sets clear routines that support pupils' behaviour. For example, pupils learn 'proud walking' so that they move quietly and safely around school. At social times, pupils usually play harmoniously. Staff supervise and manage any poor behaviour effectively. Relationships between staff and pupils are strong. This helps pupils to feel safe in school.

The school provides a range of meaningful experiences to support pupils' social development. For example, pupils in Years 5 and 6 take part in social action projects. They learn communication skills and help groups in the local community, such as elderly residents in a care home. Pupils in Year 3 enjoy a range of shared experiences with pupils from two contrasting schools to learn about each other and become friends.

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

The school's curriculum has strengthened over time and sets out the knowledge that pupils will learn in all areas. However, in some wider curriculum subjects, it is not consistently clear what knowledge teachers should prioritise and help pupils to secure over time. When this happens, the implementation of the curriculum is less effective. As a result, pupils do not remember their learning in as much depth.

Pupils learn to read quickly. The school deploys staff strategically so that all pupils benefit from a high level of support when learning to read. Those pupils who need extra support get the right help from well-trained staff. The school encourages pupils to develop a love of books. For example, reading ambassadors in Year 6 help to run the school library. They enthuse other pupils about books. Pupils have opportunities each week to share books and recommend them to one another. Most pupils very much enjoy reading.

Overall, pupils with SEND are supported to learn well. The number of pupils with education, health and care plans attending the school has increased dramatically in recent years. The school has responded quickly to provide effective support for these pupils. The provision for a small number of pupils with SEND is occasionally inconsistent.

The curriculum in the early years is effective. Staff explain concepts well. They help children to learn important vocabulary and skills. They continually reinforce positive behaviours, such as sharing and kindness. Children play well together. The school provides children with activities so that they can explore the curriculum independently. These activities are usually effective and help children to strengthen their knowledge. Occasionally the activity choices are not carefully thought through and children do not learn as well as they could.

Some of the information that the school collects about different aspects of its work is not analysed effectively or used well enough to inform next steps. This sometimes hinders the school's work to make the required changes that would enhance its work further.

The curriculum for pupils' personal, social and health education (PSHE) prepares pupils well for life beyond school. Pupils learn about topics such as how to stay safe online and how to manage their mental health. They are respectful of different backgrounds and cultures. Everyone is valued. Overall, pupils remember the themes they study in the PSHE curriculum, though their knowledge occasionally lacks depth.

The school regularly hosts family breakfasts, where parents and carers can share food with staff and pupils. This helps staff and parents to build positive relationships and share information which benefits pupils. For example, some pupils who struggled to come to school regularly have improved their attendance. Most parents are positive about the school. A few parents still believe that sometimes pupils are not supported quickly enough. However, the school's work, for example around dealing with behaviour incidents such as bullying, is highly effective. This means that incidents of bullying are now very rare because the school manages them highly efficiently and responds promptly to any concerns raised.

The trust supports the school to improve continually. For example, it provides opportunities for schools across the trust to work together, which staff appreciate and learn from. Trustees are committed to the school and have developed mechanisms to understand the strengths of the school and the areas still to develop.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not consistently make effective use of the information it gathers about different aspects of its work. When this happens, opportunities to make improvements are missed or delayed. The school should make sure that information is analysed effectively and used efficiently to inform next steps.
- In the wider curriculum, pupils do not have sufficient opportunity to revisit and expand upon the most important knowledge they need to remember. Consequently, sometimes pupils' understanding across these subjects lacks depth. The school should identify clearly the important knowledge and concepts that pupils need to know in depth and make sure that teachers know when to provide opportunities to re-encounter this important knowledge across the curriculum and over time.

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	148869
Local authority	Bradford
Inspection number	10346787
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	Board of trustees
Chair of trust	Deirdre Bailey
CEO of the trust	Michael Thorp
Headteacher	Heidi Rahim
Website	www.claytonvillageprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Pennine Academies Trust.
- The headteacher took up her position in September 2022.
- The school makes use of one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with senior staff in the school. This included the headteacher and assistant headteachers. The lead inspector also met with four trustees and the CEO of the trust.
- Deep dives were carried out in these subjects: early reading, mathematics and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors discussed and reviewed the curriculum in some other subjects.
- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and their experiences at school. An inspector also spoke to parents as they dropped their children off at the school gate.
- 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 observed pupils' behaviour throughout the school day, including during breakfast club, during lesson visits and at breaktime. Inspectors spoke to groups of pupils about their views on behaviour at the school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire.

Inspection team

Zoe Helman, lead inspector	His Majesty's Inspector
Darren Marks	Ofsted Inspector

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