

Reevy Hill Primary School

Inspection report

Unique Reference Number	107217
Local Authority	Bradford
Inspection number	336833
Inspection dates	28–29 September 2009
Reporting inspector	Keith Bardon

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	Mr Tony Long
Headteacher	Mrs Sue Benson
Date of previous school inspection	0 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons in school and spent time in the children's centre. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed 98 questionnaires returned by parents

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- whether the teaching in different classes ensures that all pupils, including those with special educational needs and/or disabilities and higher attaining pupils make sufficient progress
- why pupils' attainment in mathematics does not seem to be improving as fast as their attainment in English
- how pupils' behaviour affects their own learning and that of other pupils
- how well staff are working together as a team and what part they all play in helping the school to improve
- the effect that improvements made in the Early Years Foundation Stage are having on children's progress.

Information about the school

Reeve Hill is a medium sized school serving an area of mainly local authority housing on the outskirts of Bradford. Early Years Foundation Stage provision in school is made up of a Nursery and a Reception class. In addition, there is a children's centre which provides for children who are mostly in the 0 to 3 age range. The school has six other single-age classes. Most pupils are of White British heritage and with very few exceptions all speak English competently. A little over a third of pupils have special educational needs and/or disabilities, which is above average for a school of this size. The proportion of pupils with a statement of special educational need is average. Almost half of pupils are eligible to take a free school meal. The school has recently received the foundation level International Schools Award. Since it was last inspected the school has had a change of headteacher, and several new members of staff with management responsibilities have been appointed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

Reevy Hill is a satisfactory school which is showing early but clear signs of improvement. The school's performance dipped after the last inspection but is rising again as the school gets to grip with the underachievement that has dogged pupils' attainment for some time. While attainment is still low, pupils' learning and progress in English, particularly writing, are showing steady but clear improvement as the well-considered measures the school has put in place take effect. Pupils are writing with increasing fluency and starting to use a wide range of interesting words creatively and ambitiously. Colourful phrases such as 'drenched and spluttering' are enlivening pupils' stories and accounts and they are clearly getting a great deal of pleasure from the success they are achieving. The school's success in this key area demonstrates clearly its satisfactory capacity for continued improvement.

Mathematics has not been paid the same attention and pupils' knowledge, skills and understanding in this subject are patchy. Teacher's subject knowledge is less secure than in English and the curriculum does not provide enough good quality opportunities for learning. Consequently, pupils are not noticeably interested in mathematics and do not become confident with numbers, particularly when working mentally. The work higher attainers receive is rather mundane and does not challenge them enough to think and reason for themselves.

In the lessons seen during the inspection, the teaching varied from satisfactory to good. Pupils are very perceptive about the links between lesson quality and standards of behaviour. They recognise that when teachers use stimulating resources and provide activities which involve pupils in doing things for themselves, behaviour and attitudes to learning are good. Not all lessons have such positive features and, at times, teachers spend too much time giving instructions and imparting information. When this happens, pupils often become restless and lose concentration because they do not feel sufficiently involved. The school is working hard to increase the involvement of parents in their children's learning. There are early signs of success and increasing numbers are enrolling on the adult learning courses the school and children's centre provide in English and mathematics.

Expansion of the senior leadership team since the last inspection has increased staff involvement in school management and improved their understanding of how well it is performing. Systems to support further improvement are becoming established but many teachers with management responsibilities are still learning how to use them to best effect. Governors analyse carefully the reports and information they receive but their involvement in evaluating the work of the school at first hand and using the information to influence its development is limited.

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What does the school need to do to improve further?

- Raise standards in mathematics by ensuring that:
 - teachers are able to promote the key ideas of mathematics in ways pupils can understand and absorb
 - the curriculum is fully relevant to pupils' needs
 - pupils' are interested in mathematics and are confident with numbers, particularly when working mentally
 - the challenge provided for higher ability pupils enables them to achieve all that they can.
- Ensure that in all lessons pupils are given sufficient opportunities to be actively involved and to learn by doing things for themselves.
- Increase the capacity of teachers with management responsibilities to make a full contribution to school improvement.
- Increase the role governors play in evaluating the work of the school and the contribution they make to school development.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Since the last inspection the school has made a number of significant changes to the content and organisation of lessons which are contributing positively to pupils' enjoyment of learning and their satisfactory achievement. When actively involved, such as during a Year 6 art lesson in which they were making their own collages, pupils set about tasks with a will, cooperate well and try hard to produce work of a good quality. Most try to follow teachers' instructions closely but do not often ask questions of their own. Older pupils, in particular, have become rather reluctant to engage in discussion. Past weaknesses in teaching and learning have left some pupils with gaps in their knowledge, skills and understanding which the school is working hard to eradicate. Many older pupils have attended booster classes before school to help them make up the lost ground. This shows a growing awareness of the importance of education and a willingness amongst pupils to play their part in raising attainment.

It has taken a while for staff to appreciate fully what influences pupils' attainment and to put strategies in place to improve learning and accelerate progress. There are clear signs that the measures being taken are having the desired effect and from a very low point the previous year, assessment results from the Early Years Foundation Stage, Year 2 and Year 6 showed clear improvement in 2009. Much of this improvement is continuing and is most apparent in English. Older pupils, in particular, are writing with greater confidence and trying hard to use words expressively and creatively. Throughout the school a steadily increasing proportion of pupils are producing written work of an

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appropriate quality for their age. Attainment in mathematics has not shown the same improvement. While most pupils understand the basics of calculation, they find problem solving and working things out in their heads difficult skills to master. Although there are year-on-year variations over time, boys and girls make similar progress. The very small numbers from minority ethnic groups achieve in line with other pupils who have similar starting points. Most pupils with special educational needs and/or disabilities respond positively to the help they are given and make steady progress towards their individual targets. Historically, very few pupils have attained at an above average level and in mathematics, in particular, there is a measure of underachievement amongst higher ability pupils.

Most pupils behave well in lessons but a minority find concentrating for any length of time difficult, particularly when lessons fail to keep them actively involved. While the pupils generally agree that they feel safe and secure in school, some find the occasionally unsociable behaviour of a minority upsetting. Although pupils appreciate the need for a healthy diet and are starting to make sensible choices about what they eat, many admit they are tempted by foods which do not fall into this category. Most pupils understand the value of regular exercise and readily participate in the physical activities the school provides both in and out of lessons. Pupils' improving literacy and willingness to work with others are useful skills for the future but weaknesses in numeracy may prove a disadvantage. The majority of pupils attend school regularly helping them make the best of everything the school has to offer.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Most teachers use the information they gain from assessments thoughtfully to provide a satisfactory match of work to pupils' needs. Although the school has made steady improvement in this area since the last inspection, at times, the tasks pupils are set do not provide sufficient challenge, particularly for higher ability pupils in mathematics. Most teachers set clear targets for pupils and encourage them to check how well they are doing for themselves. This enables pupils' to recognise the progress they are making and to see for themselves what they need to do to improve. Because they are better informed, pupils are taking more pride in their work and this is starting to raise attainment. Teachers often start lessons by engaging pupils in discussion but, at times, these are too one-sided and pupils are told things they should have been encouraged to work out for themselves. The work of learning support assistants is satisfactory. Where it is most effective, pupils who experience difficulty learning are drawn into the lesson with well chosen explanations and questions. However, on other occasions, assistants function simply as behaviour monitors. Teachers mark pupils' work conscientiously and, for the most part, provide clear guidance on what has been done well and what needs to improve.

Since the last inspection, the curriculum has moved from a subject-based programme to a more creative theme-based approach which is much more suited to the learning needs of the pupils. Teachers have started to link subjects together in meaningful ways and pupils are using their improved writing skills to aid their learning in other subjects, such as science and history. The curriculum for mathematics has not been reviewed for some time and is not functioning well enough. Regular visits and visitors plus a wide range of clubs enrich pupils' experiences. The good levels of attendance at the clubs show how much they are enjoyed. Physical activity clubs, such as the street dancing which took place during the inspection, make a good contribution to pupils' health and well-being. This is a caring school. It gives good support to the many pupils who experience social and emotional difficulties in their lives. Well-established links with outside agencies ensure that additional help is available to pupils if and when required. Parents are happy with these arrangements, although a few express concerns about bullying. Inspectors found that this often relates to the inconsiderate behaviour of a minority of pupils, something the school is working hard to address through its behaviour policy. Effective monitoring and follow-up procedures ensure that most pupils attend school regularly.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

It has taken time for leaders to establish a climate in which critical self-review is viewed positively and the need to raise attainment is accepted, but this has now been achieved. Staff are working as a team to address the issues that have held back pupils' attainment and achievements in the past and the green shoots of improvement are appearing. Community cohesion is promoted satisfactorily. The school understands the local community well and with the help of the children's centre responds effectively to many of its needs. Links with schools and organisations beyond the local area are rather limited, although the foundation International School's award recognises the effective work being done to broaden pupils' horizons. Improvements in assessment and evaluation are helping ensure that all pupils have equal opportunities to learn but more able pupils, in particular, have yet to achieve their full potential. All pupils are valued and treated with equal respect. Governors ensure that the school is meeting its statutory responsibilities, including those relating to the safeguarding of pupils, but routines for checking that all the relevant documents are up to date are inconsistent. The contribution governors and teachers with management responsibilities make to school improvement is broadly satisfactory but not strong enough to help the school move forward quickly.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3

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The effectiveness with which the school deploys resources to achieve value for money

3

Early Years Foundation Stage

Children in the Early Years Foundation Stage are well supported, feel secure and make good progress. Babies and young children in the children's centre receive good quality provision and their welfare requirements are met by skilled and able staff. Children learn and develop well in this welcoming, stimulating and supportive environment that is well managed, secure and safety conscious. Provision complies fully with the requirements for registration. Staff provide a wide range of lively and engaging activities and respond quickly to any new opportunities which arise. The squeals of delight when children spotted dandelion parachutes drifting on the air triggered an exercise in gentleness and how to handle delicate objects with care. Children's centre staff track the progress made by individual children carefully and thoroughly but do not have a way of summarising the information to examine how well different groups of children are progressing.

When children join the Nursery, their skills and abilities are often well below those typically expected for their age. This is especially so in communication, language and literacy, and personal, social and emotional development. By the time they leave Reception, although they have made sustained progress, most are still at levels below those expected for children of their age. Children's welfare is promoted well. Staff work together as a strong team to support learning and behaviour in a consistent and positive way. Good links with parents are established early, ensuring that children settle very quickly. Children are provided with purposeful activities which promote good social skills. As a result, they gain positive attitudes to learning and increase in confidence. The strong emphasis placed on communication and language skills helps children to widen their vocabulary and communicate effectively with adults and other children. Children receive sensitive encouragement to make choices and to share and they become increasingly independent in their work and play. Staff changes and moves have led to a sharing of management responsibilities within the Early Years Foundation Stage and while good provision has been maintained, data collection and documentation have lacked a little attention. Planning and assessment procedures ensure that children's individual needs are met but the picture leaders have of the progress children are making from entry to Nursery to end of Reception lacks clarity.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage

3

Taking into account:

Outcomes for children in the Early Years Foundation Stage

2

The quality of provision in the Early Years Foundation Stage

2

The effectiveness of leadership and management of the Early Years Foundation Stage

3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Views of parents and carers

The 76 questionnaires returned related to 98 pupils. Most parents hold very positive views of the school and of the provision it makes for their children's education. A minority of parents feel that their children could make better progress. Inspectors found pupils' progress to be generally satisfactory but agree that there is scope for improvement. Some parents express concerns about the way the school deals with unacceptable behaviour. While there are incidents of poor behaviour amongst a minority of pupils, the school applies a range of strategies which are mostly effective and allow lessons to progress without significant disruption.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Reevy Hill Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 98 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	62	62	36	4	2	0	0
The school keeps my child safe	111	64	57	33	4	2	0	0
The school informs me about my child's progress	114	66	53	31	4	2	0	0
My child is making enough progress at this school	105	60	51	29	16	9	2	1
The teaching is good at this school	111	64	62	36	0	0	0	0
The school helps me to support my child's learning	109	63	54	31	6	3	0	0
The school helps my child to have a healthy lifestyle	114	66	51	29	7	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	98	59	56	34	6	4	0	0
The school meets my child's particular needs	108	62	59	34	7	4	0	0
The school deals effectively with unacceptable behaviour	78	45	67	39	16	9	9	5
The school takes account of my suggestions and concerns	88	51	73	43	9	5	0	0
The school is led and managed effectively	113	65	54	31	7	4	0	0
Overall, I am happy with my child's experience at this school	111	64	59	34	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Reeve Hill Primary School, Bradford, BD6 3ST

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Reeve Hill Primary is a satisfactory school which is steadily improving. Most of you are making satisfactory progress but this varies from subject to subject. Your writing is coming along nicely. I enjoyed reading what you have written in your literacy books very much, especially when you had used exciting words and colourful phrases. You make slower progress in mathematics and this is something I have asked the school to look into. Many lessons focus on paper and pencil calculations and you do not get enough opportunity to investigate numbers, solve problems and work things out in your head. When the changes are made you need to play your part by learning as many number facts as you can and being prepared to have a go at problems and investigations even if you do not always get the right answer.

The school takes good care of you and it was pleasing to hear that you feel well looked after. You told inspectors that the lessons in which you learn best are those in which you do things for yourselves. This makes good sense to me and I have passed it on to your teachers. When they do give you more opportunities to be involved it is very important that you behave well. Most of you do now, but a few of you quickly lose concentration or chatter when you should not and this affects not only your own learning but also that of those around you. I also made a few other suggestions to help the school get even better which teachers and governors will be looking into.

Thank you once again for a very enjoyable two days and best wishes for the future.

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