

# Blakehill Primary School

Highfield Road, Idle, Bradford, West Yorkshire, BD10 8NQ

**Inspection dates** 15–16 January 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- This is a happy school, which is held in very high regard by pupils and their parents, staff, the local community and the local authority.
- Achievement is good and attainment over time is above average.
- All groups of pupils make good progress from their starting points because the school knows them well and puts in place effective support when necessary.
- Pupils make good progress because teaching is good and the things that they learn about are interesting and relevant.
- Learning is brought to life for pupils through extensive opportunities to take part in visits, meet visitors to school and take part in exciting events and activities.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils learn about their own identity, equality, diversity and community. Pupils reflected deeply during a whole-school project, 'Lest We Forget', about the First World War and produced some powerful, emotional writing.
- The school's work to keep pupils safe is very effective and there is a strong sense of pupils being nurtured and well cared for throughout the school.
- Pupils are polite and courteous. They take great pride in being part of their school. Relationships between staff and pupils and between pupils themselves are a strength of the school and pupils treat each other with kindness and respect.
- The good provision for children joining the school in the Reception class ensures that they settle in well, enjoy learning and make good progress. Parents are provided with a range of information to help them support their children's learning at home.
- The headteacher, assistant headteachers and governing body provide a very clear vision for the school and work relentlessly to make the school more successful, including improving teaching.
- Senior leaders and all staff work together to reflect on what is working well and to identify areas that can be further improved in order to ensure that all pupils achieve as well as they possibly can. As a result, the school is improving.

### It is not yet an outstanding school because

- The work teachers plan and set for lessons, particularly at the start of lessons, is sometimes too easy for some pupils, especially the most able, to achieve their best.
- Teachers do not always direct teaching assistants and other adults to work in a way that supports pupils' learning most effectively.

## Information about this inspection

- Inspectors spent time in all classes and observed lessons, including two observations carried out with the headteacher.
- A range of other school activities was also observed, including assembly, playtimes and lunchtimes.
- Inspectors looked at a range of pupils' work in their books and displayed around the school and also looked at the school's own information about pupils' progress.
- Inspectors listened to a small sample of pupils in Years 2, 4 and 6 read and talked to them about their learning.
- Meetings were held with pupils, school leaders, members of the school staff, members of the governing body and a representative of the local authority.
- Inspectors took account of the views of a small number of parents spoken with during the inspection and considered the 41 responses to the Ofsted online questionnaire, Parent View. They also took into account the 33 questionnaires completed by staff.

## Inspection team

Lesley Bowyer, Lead inspector	Additional Inspector
Maria McGarry	Additional Inspector
Christine Potter	Additional Inspector

## Full report

### Information about this school

- This is a larger than average sized primary school.
- The proportion of disadvantaged pupils, those who are supported by the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals and those who are looked after by the local authority) is below the national average.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils who are disabled or who have special educational needs is below average.
- The early years provision is for children in the Reception class, who attend full time.
- The school meets the government's current floor standards which are the national expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There has been a considerable number of staff changes and a new senior leadership team established since the previous inspection.

### What does the school need to do to improve further?

- Further improve the quality of teaching in order to raise achievement by making sure that:
  - work provided for pupils, especially the most able, is always challenging enough in order to enable them to achieve their best in all lessons, particularly in reading and mathematics
  - work is well matched to the needs of all pupils, especially at the start of lessons
  - teaching assistants and other adults always have a clear role in lessons to support pupils' learning.

## Inspection judgements

### The leadership and management are good

- The headteacher and assistant headteachers have a clear vision for the school to provide the best possible education. They consistently share their high expectations with all staff, pupils and governors.
- Senior leaders identify areas for improvement through robust systems to know how well the school is doing. As a result, they have a clear picture of the school's strengths and areas for improvement.
- School leaders carefully plan actions to improve the school, making sure that improvements can be continued and have a lasting impact on the quality of teaching and the progress pupils make.
- The pupil premium funding is used well to increase staffing levels in order to provide a wide range of effective support. This has resulted in disadvantaged pupils making good progress. The funding has also been used to provide a Learning Mentor whose work is a key feature of supporting pupils to be ready to learn in lessons. Leaders, including governors, have a good understanding of how the funding is used and the impact it is having in raising achievement for pupils. The effective use of pupil premium funding has resulted in the gaps between the levels reached by disadvantaged pupils and those reached by other pupils closing in most subjects and year groups.
- The school promotes equality of opportunity well and makes checks to ensure that individuals and groups of pupils are making good progress. Additional support is provided where needed and as a result all groups of pupils make good progress. However, the rate of progress for the most able pupils could be increased further through more appropriate challenge.
- The school has effective policies in place to prevent and tackle discrimination. Pupils say that there is no racism in the school and they learn about discrimination in lessons. The school actively promotes good relationships both within the school and in the wider community, for example through activities shared with other local schools.
- School leaders provide good support for teachers at different stages of their career. The support and guidance for newly qualified teachers is very effective and almost all staff feel that the school provides good support for professional development. As a result, there is a culture of continual improvement in the school; staff are always looking for ways to improve their work further.
- The headteacher has managed considerable changes in staffing over recent years well and has taken the opportunity to improve the quality of teaching. All staff understand the agreed expectations which has led to a consistent approach to the teaching of the important basic skills of reading, writing, communication and mathematics.
- The senior leadership team is relatively new and is providing strong direction for the school. The role of middle leaders has been a priority for improvement and work has already resulted in middle leaders developing their contribution to monitoring and evaluating standards and progress in their area of responsibility. They have clear, well-thought out action plans that support improvement. For example, following a review of mathematics, there has been a range of improvement work including providing a teachers' toolkit and producing a calculations policy to match the increased expectations of the new National Curriculum. Consequently, pupils are making above expected progress in mathematics.
- The school is an active member of a local partnership of schools, with the headteacher being the lead person for community cohesion. The local authority holds the school in high regard and undertook a comprehensive review of standards and the quality of teaching in November 2014. Consequently, the local authority recognises the school as needing only 'light-touch' support.
- The curriculum and things pupils learn about have been very carefully planned in order to be interesting and often exciting. There is a focus on pupils' learning through first-hand experiences and educational visits or visitors to school are frequently used to very good effect. For example, Year 3 pupils take part in the Linking Schools project, which involves pupils from different schools taking part in activities together to learn about their own identity, equality, diversity and community. As a result, pupils are well prepared for life in modern Britain. Pupils told inspectors, 'It is good to be different!'
- There is a very wide range of extra opportunities for pupils to learn outside the school day. Inspectors enjoyed watching the school choir rehearsing at lunchtime for a forthcoming performance in a concert with pupils from other schools.
- Sport plays an important part in pupils' development and there are extensive opportunities for pupils to take part in after-school coaching in a range of different sports, including extreme Frisbee. The primary sports funding has been used to provide professional coaching, additional resources and staff development. As a result, the number of pupils taking part in sport has significantly increased and the school has enjoyed increased success in sporting competitions.
- The school's safeguarding procedures are highly effective and records are well maintained.

### ■ The governance of the school:

- Governors know the school well and share the clear vision of senior leaders. As a result, they contribute to the strategic planning for school improvement. They are knowledgeable about the strengths of the school, the areas for further development, school data and the quality of teaching.
- The governors are knowledgeable about how the school is using additional funding, such as the pupil premium and primary school sports funding and are well informed about the impact on pupils' achievement.
- Governors take part in a range of training and are very active in the school. There are effective systems to enable governors, including those new to the role, to understand their purpose when visiting the school. Each governor is linked to a class and has opportunities to visit to support the class, such as on educational visits, and to monitor the impact of school improvement work.
- The governors understand how teachers are rewarded for good performance and how any underperformance is addressed by the school. They have an overview of the school's systems to ensure safeguarding procedures are robust and consequently safeguarding and child protection procedures meet requirements.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. It is a strength of the school and at times is outstanding. This is as a result of well-thought-out procedures that are understood by all pupils, starting in the early years, and which are consistently applied by staff. Pupils' good behaviour contributes to the calm and friendly atmosphere in the school.
- Pupils get along very well together and are cooperative and supportive of each other. They are polite and demonstrate respect towards other people, including different adults. Pupils usually behave well at different times of day, including lunchtime, playtime and when moving around school, although on rare occasions a minority of older pupils become a little over-excited and are not as sensible as at most other times.
- Pupils display a sense of enjoyment in learning. They have positive attitudes and take pride in their work. Pupils talk about a 'good learning culture' and they learn well in lessons because low-level disruptions are rare. Behaviour is less strong on the few occasions when lessons do not provide enough challenge.
- Attendance is good and improving as a result of a consistent approach to tackling absence and the fact that pupils enjoy learning and want to be at school. Good attendance is celebrated through newsletters, on the school's website, through displays in school and also by rewards, such as a visit to the cinema for pupils with 100% attendance.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and this view is shared by staff and all parents responding to Ofsted's online survey, Parent View.
- Pupils know how to stay safe in different situations and are particularly well-informed about how to stay safe when using the internet.
- A very small minority of parents expressed concerns about bullying. Inspectors were satisfied that the school always takes bullying seriously and that policies and procedures for dealing with it are effective. Pupils have a good understanding of different types of bullying, in particular cyber-bullying. They say bullying rarely happens but, when it does, staff take prompt action to deal with it effectively.

## The quality of teaching is good

- Good teaching over time has resulted in pupils of all groups making good progress in reading, writing and mathematics. This progress is clearly evident in the high quality work seen in pupils' books.
- Marking of pupils' work, both by teachers and by other pupils, is consistent and provides feedback about what pupils have done well and what they need to do in order to improve further. Subsequently, pupils respond to feedback and make good progress.
- Teachers make learning interesting and, at times, thought provoking. For example, pupils in Year 6 English were engrossed in watching a DVD about a robot as a stimulus for their writing, which was very challenging and which caused them to think very deeply. Their resulting work was of a high quality with most able pupils writing in a lively and mature style.

- Teachers and other adults use questions effectively to check pupils' understanding and in order to extend their learning. In some lessons, teaching assistants are well deployed and they make a significant contribution to developing learning. However, in some classes, teaching assistants and other adults do not have a clear role which results in opportunities to support and extend learning being missed.
- The school has developed effective policies and procedures to ensure that the basic skills of reading, writing, communication and mathematics are well developed and consequently gaps in learning are being addressed and pupils are developing a much more secure understanding. This is increasing their rate of progress.
- Most teachers plan work which challenges pupils of all abilities throughout lessons. At times though, some pupils who already have a secure understanding of the work being taught are not challenged at the start of lessons and they consequently fail to make as much progress as they could do.
- The learning environment in classrooms and around school is stimulating. High quality displays reflect the pride that pupils take in their work and that staff take in celebrating pupils' achievements. For example, pupils studied the work of a range of authors, with each class studying a different one. The resulting written and artwork was of a very high standard and was beautifully displayed.
- Additional support is provided for those pupils at risk of not making good progress. Appropriate intervention is put in place at an early stage which enables pupils to make good or, in some cases, rapid progress. However, the pace of progress is not always fast enough for some most able pupils as they are sometimes given work that is too easy.

### The achievement of pupils

is good

- Pupils join the school with knowledge, skills and understanding that are broadly typical for their age. They make good progress through the Reception Year and are well prepared for Year 1.
- By the end of Key Stage 1, pupils make good progress.
- Pupils continue to make good progress in Key Stage 2 and have, since the previous inspection, usually attained levels above the national average by the time they leave the school in Year 6. Whilst there was a dip in attainment in reading in 2013 and in mathematics in 2014, the school has taken robust action to ensure that pupils are on track to attain above the national levels in all subjects again this year.
- The school has a well-established systematic approach to the teaching of phonics (letters and the sounds they make) and as a result, the number of pupils meeting the expected standard in the Year 1 phonics screening check have been well above that of most schools for the past two years. Pupils make good progress across the school in reading and have extensive opportunities to read for a range of purposes.
- Achievement in writing has improved for the past three years and pupils now use their writing skills effectively across a range of other subjects.
- Pupils make good progress in mathematics. Pupils in Key Stage 1 learn rapid methods for addition and subtraction. Pupils in Key Stage 2 demonstrate good mental and written calculation skills although they do not always look for the most efficient method when applying skills to solve a problem.
- Overall, disadvantaged pupils make good progress from their different starting points and the Year 6 test results in 2014 show that the attainment of pupils supported by the pupil premium was just over half a term behind other pupils nationally in reading and had closed the gap completely in writing. The gap in mathematics had widened to just less than a year behind other pupils nationally which mirrors the dip in attainment in mathematics for the school. When compared to other pupils in the school, disadvantaged pupils were just over a term and a half behind in mathematics, half a term in reading and just over half a term in writing. Current school data and other inspection evidence show that the gaps in attainment are closing across the school and that in some year groups and some subjects the gaps have been closed completely. Disadvantaged pupils in all Key Stage 2 cohorts are making above expected progress in mathematics.
- The achievement of disabled pupils or those with special educational needs is good and improving as a result of the early identification of additional needs and the appropriate support provided, both within lessons and through additional programmes. Pupils with special educational needs are well prepared for their next phase of education, for example, a programme of life skills is taught prior to transfer to secondary school.
- The proportion of pupils achieving the highest levels in writing was above those in most schools in 2014 and pupils currently in the school are on track to achieve above the national average in reading, writing and mathematics in 2015. However, the work in some lessons does not sufficiently challenge the most able pupils and as a result, not all make rapid and sustained progress.

**The early years provision****is good**

- Children settle in quickly when they join the school as a result of good induction procedures. There is a well-planned programme of activities to ensure that staff have the opportunity to get to know the children well.
- Good leadership and management of early years result in robust procedures to assess children's understanding, skills and development when they first start at the school and throughout the year. This enables staff to provide high quality learning experiences, both indoors and out, to meet children's needs.
- Children make good progress from starting points which are broadly in-line with those typical for their age. An average proportion of children reach a good level of development by the end of the Reception Year and children's overall achievement across all areas of learning is above the national average.
- There are good systems to involve parents in children's learning and to provide them with a range of information to help them support their children's learning at home. Learning logs are used creatively to enable parents and children to learn together and parents are encouraged to add their comments to help staff to make accurate and well-informed assessments.
- Children behave well and clearly feel safe and secure. They are confident and happy to talk to adults in the classroom, for example, a group of children were eager to show an inspector their well-developed skills in writing and number.
- Information and communication technology is used well to enhance learning and also to enable children to apply their skills independently. Children took great delight in solving number problems using electronic tablets and showed good skills using technology.
- The outdoor learning area is used well to provide opportunities for children to develop in all areas of learning. Staff respond to situations such as a brief fall of snow when the children were excited to catch snowflakes on their tongues. Prompt use of the school blog enabled parents to share in photographs of children having fun learning outside.
- Staff plan activities carefully to follow children's interests and to ensure rapid progress, particularly in the areas of learning where children's attainment is lower. For example, children enjoyed improving their physical development through crushing chalk in order to make and mix their own powder paints.
- Children are well prepared to move to the next phase of education, particularly in their well-developed attitudes towards learning and their readiness to learn so that they make rapid progress as they move into Year 1.
- Safeguarding procedures are in place including: the appropriate vetting and checks on adults working with children, risk assessments and appropriate first aid training for staff. Whilst daily checks on equipment and learning areas are carried out, these are not recorded and a method to do this would further enhance procedures.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107224
<b>Local authority</b>	Bradford
<b>Inspection number</b>	449730

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	422
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Phil Cavalier-Lumley
<b>Headteacher</b>	Trevor Patterson
<b>Date of previous school inspection</b>	28 April 2010
<b>Telephone number</b>	01274 414355
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