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29 April 2014

Mrs Jo Bradley
Headteacher
Reevy Hill Primary School
Bedale Drive
Buttershaw
Bradford
West Yorkshire
BD6 3ST

Dear Mrs Bradley

Serious weaknesses monitoring inspection of Reevy Hill Primary School

Following my visit to your school on 29 April 2014 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and findings of the inspection. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in March 2013. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of the serious weaknesses designation.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body and the Strategic Director - Children's Services, Bradford.

Yours sincerely

Ian Richardson

Additional Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2013

- Improve the quality of teaching so that it is consistently good or better, by:
 - ensuring all teachers consistently set work that matches the ability of different groups of pupils
 - improving marking so it effectively shows pupils how to do better
 - making sure that teachers provide more opportunities for pupils to find out things for themselves
 - improving teachers' ability to ask searching questions to find out what pupils know and to get them thinking
 - ensuring all staff consistently follow the school's policy on managing behaviour.

- Raise attainment in English and mathematics to at least the national average by:
 - improving pupils' ability to write sentences with accurate grammar, punctuation and spelling
 - ensuring that reading sessions always focus tightly on developing specific skills, such as being able to read unfamiliar and tricky words accurately
 - widening pupils' limited vocabulary so that they can construct sentences accurately
 - improving the standard of presentation of pupils' work, particularly their handwriting
 - improving pupils' recall of key number facts and their ability to use them to solve mathematical problems in real-life situations
 - strengthening the curriculum by providing pupils with more opportunities to practise and improve their literacy and numeracy skills in other subjects.

- Improve the effectiveness of leadership and management, including governance, by:
 - developing the role of subject leaders in assessing the quality of teaching and learning throughout the school
 - rigorously checking that all staff always follow school policies, especially with regard to managing pupils' behaviour.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Report on the second monitoring inspection on 29 April 2014.

Evidence

The inspector met with the headteacher, deputy headteacher, two other members of senior and middle leadership, the Chair of Governors and one other member of the governing body. The inspector carried out five lesson observations jointly with the headteacher and deputy headteacher and carried out a learning walk around the school. The inspection focused on the quality of teaching, progress made by pupils and the quality of leadership and management.

Context

Since the first monitoring inspection there have been significant changes in staffing involving the loss of several teachers and the appointment of some new key members of staff, such as the special educational needs coordinator and the curriculum leader in English. The deputy headteacher appointed after the section 5 inspection is also the curriculum leader for mathematics. The school has been involved in discussions concerning transition to academy status.

The quality of leadership and management at the school

The restructured senior leadership and management team of the school is making significant progress in bringing about improvements in both teaching and raising the achievement of pupils. Improved procedures and practices for monitoring and evaluating progress and teaching are now established. Consistency in practices has been identified as an improvement goal and is a focus for monitoring activity.

The governing body is now meeting more frequently and with improved attendance. It is demonstrating greater challenge to the senior leaders with questions, such as, 'How uniform is teaching?' Governors now look at progress data routinely at each meeting and they are requiring reports from curriculum leaders that are given orally and in printed form to the full governing body. Governors now have links to curriculum areas and issues such as inclusion, and they are reviewing the effectiveness of the expenditure of additional government funding. The governors recognise the strength of the current school leaders and give a clear account of the positive impact that they are having, not least on pupils' aspirations and attitudes to learning.

Strengths in the school's approaches to securing improvement:

- The leadership and management team has resolutely pursued improvements through frequent and consistent monitoring of teaching. This has included a well-structured and effectively communicated programme of monitoring activities.
- The monitoring has included lesson observations, formal and drop-in, scrutinies of work and moderation events across and between schools.

- The monitoring leads to identification of needs and, as a consequence, relevant professional development opportunities including visits to other schools escorted by senior leaders to identify outstanding practice.
- The three part focus for school development is clear and includes: raising aspirations; developing skills particularly in preparation for successful transitions from Key Stage 2 to 3; commitment to the school involving improving attendance; and developing the extended school, namely, activities that go beyond the statutory curriculum and time.
- There is now a culture of accountability in which subject leaders are required to report on their areas to senior leaders and to the governing body.
- The recently appointed special educational needs coordinator has set about securely identifying pupils' needs and establishing systems for tracking pupils' progress against detailed individual education plans.
- The recently appointed curriculum leader for English has worked with the headteacher on developing and implementing routines for teachers and bringing examples of good practice to the teaching and management of English.
- The quality of teaching is improving with a higher proportion of good teaching observed during the visit. There was close agreement on judgments between the inspector and senior leaders.
- The senior leadership team is now gathering views of parents in a range of ways and on issues important to the school's development. Parents express supportive and positive views of the school.

External support

The school's leaders and managers are well supported by the local authority achievement officer through frequent visits to the school. The achievement officer has worked with staff in a number of ways, including data analysis and joint lesson observations. The school has also worked with seven other schools in the Futures Learning Partnership. They have collaborated on a range of issues not least the provision of continuing professional development and moderation of assessments.