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9 October 2014

Mr Andrew Gaunt
Headteacher
Greengates Primary School
Stockhill Road
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Bradford
BD10 9AX

Dear Mr Gaunt

Serious weaknesses first monitoring inspection of Greengates Primary School

Following my visit to your school on 8 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the outcome and inspection findings. 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 most recent section 5 inspection.

The inspection was the first monitoring inspection since the school was judged to have serious weaknesses in June 2014. It was carried out under section 8 of the Education Act 2005.

Evidence

During this inspection, meetings were held with the headteacher, deputy headteacher and four other senior and middle leaders, two governors including the vice-chair of the governing body and, a representative of the local authority. The local authority's statement of action and the school's 'getting to good' plan were evaluated alongside reports from monitoring activity undertaken by leaders, governing body minutes and reports from the local authority.

Context

Since the inspection, one teacher has left the school and the deputy headteacher has relinquished her role. A new deputy headteacher and a newly qualified teacher took up posts at the school in September. Two governors have left the governing

body and two new governors have been appointed. At the time of my visit, one class was being taught by a temporary teacher due to sickness absence.

The quality of leadership and management at the school

Leaders and governors are unanimous in their view that the judgement of the recent inspection was the correct one. They are pleased that the report acknowledged that improvements are beginning to show which is confirmed by the results achieved by Year 6 pupils at the end of the summer term 2014.

The local authority has undertaken an external review of governance which has made some helpful recommendations which governors are including in an action plan which they are currently drafting. They have ensured that committee meetings are clerked so that governors can give their full attention to ensuring high quality analysis of the information provided to them and providing robust and effective challenge to leaders.

Middle leaders have received training from local authority consultants to equip them to fulfil their roles more effectively. This is complemented by support from subject specialists to enable them to lead improvements in their subjects or areas.

Senior leaders have undertaken a range of monitoring activities including a scrutiny of pupils' work. This has revealed strengths and weaknesses in teaching which have informed the new marking and feedback policy. Leaders are aware there is further to go to ensure the evidence they gather from their monitoring triangulates with their judgements about the quality of teaching. For example, evidence from the work scrutiny suggests that the quality of teaching seen in lesson observations is not reflected in pupils' work and their progress over time.

The school has written a 'getting to good' plan which sets out actions leaders will take to address the points identified at the previous inspection. Expectations of the different groups and proportions of pupils who should achieve expected levels of progress at specific points during the year are not threaded through the plan. Although targets for pupils' achievements at the end of Year 6 are appropriate, targets for the proportion of pupils achieving minimum levels of progress in Key Stage 1 are not ambitious enough. While success criteria and impact statements in the plan show what leaders want to improve, they are not sharp enough to enable progress to be measured. In addition, the plan does not set out clearly which aspects of teaching need to be improved, how leaders will know that teaching is having the desired impact on the progress pupils are making or the precise milestones which will be achieved on the journey towards being removed from a category at the next inspection. Consequently, the plan does not assist governors in holding leaders and managers to account for progress and is not fit for purpose.

Following the monitoring inspection the following judgements were made:

The school's improvement plan is not fit for purpose

The local authority's statement of action is fit for purpose.

The school should take action to strengthen the current school improvement plan to sharpen the focus on the quality of teaching and its impact on pupils' progress by:

- clearly stating the key features and attributes of good teaching and how these will be improved, so leaders and teachers can focus their actions on developing these and ensuring they are consistently in place to enable pupils to make better progress
- sharpening success criteria and creating milestones so leaders and governors can measure improvements and ensure robust accountability and accurate evaluation of the school's progress
- reviewing the targets set for pupils' achievement in Key Stage 1.

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

Yours sincerely

Adrian Guy

Her Majesty's Inspector