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12 March 2015

Mr Dean Tombling  
Headteacher  
Knowleswood Primary School  
Knowles Lane  
Holmewood  
Bradford  
West Yorkshire  
BD4 9AE

Dear Mr Tombling

**Requires improvement: monitoring inspection visit to Knowleswood Primary School, Bradford**

Following my visit to your school on 11 March 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in December 2014. It was carried out under section 8 of the Education Act 2005. At its previous section 5 the school was also judged to require improvement.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- maintain the focus on improving the quality of teaching to accelerate pupils' progress further.

**Evidence**

During the inspection, discussions were held with the headteacher and deputy headteacher, members of the governing body, a group of pupils and a representative of the local authority to discuss the action taken since the last

inspection. The inspector evaluated a range of documentation including: the school development plan; monitoring reports and the tracking of pupils' progress.

## **Context**

Since the previous inspection the governing body has been re-constituted and strengthened with the appointment of two new experienced governors.

## **Main findings**

Since the previous inspection there are clear signs from the school's own data and from latest assessments that pupils in most year groups are catching up, closing the gaps in their learning and making swifter progress than before. This is because senior leaders and governors have responded positively to the issues to improve and have taken immediate action to tighten procedures and strengthen provision. The roles and responsibilities of staff have been restructured, expectations have been raised and staff are clearer about the progress that pupils should make with more focused support for different ability groups across all classes. As a result, the provision for the most able pupils is more challenging and their attainment is now in line with national expectations.

Nevertheless, while improving strongly, the progress of some pupils in certain cohorts is currently behind where it should be due to weak provision in previous years and gaps in pupils' knowledge, skills and understanding. Senior leaders are correct in recognising that the key to resolving this issue lies in maintaining the focus on improving the quality of teaching to accelerate pupils' progress further.

The school improvement plan has been realigned and follows closely the areas for improvement identified at the previous inspection. It is suitably underpinned with clear measurable milestones against which the impact of actions can be monitored and evaluated by governors over-time.

Middle leadership continues to improve with new appointments. As a group they have an accurate view of the school's most pressing priorities and where further improvements can be made. They are increasingly confident in evaluating their areas of responsibility through scrutinising pupils' work, analysing data and tracking pupils' progress.

Governors have a secure grasp of what goes on in school and are aware of the actions required to improve the school further. As a group, they understand why the school is not yet good and show a resolve to challenge senior leaders and hold them to account.

The school is moving forward well under the drive and determination of the headteacher and is on-track to achieve its target of getting to good at its next inspection in the year ahead. All staff are stepping up to the mark as the collective

responsibility to improve the school continues to grow. They can now see light at the end of the tunnel as the impact of their hard work is beginning to bear fruit.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority is providing an effective level of support and challenge to the school which is tailored well to the school's most pressing priorities. This is helping to improve the quality of teaching and strengthen the skills of leaders. Links with other schools have been used well for staff to observe best practice and share ideas.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Bradford and as below.

Yours sincerely

Steve Isherwood

**Her Majesty's Inspector**