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19 March 2015

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

Dear Mr Gaunt

### **Serious weaknesses monitoring inspection of Greengates Primary School**

Following my visit to your school on 17 and 18 March 2015 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the 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 previous monitoring inspection.

This was the second monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in June 2014. 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 for Bradford.

Yours sincerely

Adrian Guy  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in June 2014**

- Improve the consistency in the quality of teaching and learning in both key stages so that it is at least good in order to accelerate pupils' progress and raise standards in English and mathematics by:
  - raising teachers' expectations of what pupils can do, so that pupils of all levels of ability are given the right level of work to challenge them to reach the standards of which they are capable
  - ensuring that all marking and feedback makes pupils fully aware of how they can improve their work and that pupils act on the advice given
  - extending pupils' vocabulary in order to help them improve their writing
  - improving pupils' mental calculation skills and also helping them to use their mathematical skills more effectively to solve problems
  - sharing more widely the examples of good classroom practice which already exists.
  
- Improve further the impact of leadership and management at all levels by ensuring that:
  - senior leaders hold staff even more rigorously to account for the progress of their pupils
  - data about pupils' progress is analysed more sharply and used to inform teachers and leaders of where teaching needs to improve
  - subject leaders are provided with more opportunities to observe pupils' learning in areas for which they are responsible in order to promote better achievement
  - governors exert greater challenge in their questioning of the senior leadership team about pupils' achievement.

## **Report on the second monitoring inspection on 17 to 18 March 2015**

### **Evidence**

The inspector met with the headteacher and deputy headteacher, subject leaders for English and mathematics, three governors, including the Chair of the Governing Body, and a representative from the local authority. The inspection focused on the school's progress against the areas for improvement identified at the last inspection. Pupils' behaviour and safety was not a focus for this inspection. The inspector scrutinised a sample of pupils' work, observed teaching and pupils' learning in lessons and scrutinised documents relating to the work of the school, including minutes of governors' meetings, reports from leaders' monitoring, reviews from external consultants and 'challenge' meetings held with the local authority.

### **Context**

Since the previous monitoring inspection, one part-time teacher has left the school and another teacher has resigned and will be leaving the school imminently. One teacher has returned from a period of maternity leave.

### **The quality of leadership and management at the school**

The governing body, supported by the local authority, has reconstituted following the review of governance. This has led to improved attendance at meetings and more effective communication. Governors have deepened their understanding of the school's strengths and weaknesses and the actions leaders are taking to address these. They have increased their level of challenge to leaders and have requested, and received, more helpful data about pupils' performance. They have visited the school to check on the work of leaders, for example, by observing leaders' scrutiny of pupils' work.

Leaders have gathered a range of evidence from the scrutiny of pupils' work, the tracking of pupils' progress, lesson observations and checking teachers' planning. This has enabled them to get a clear view about what is improving in the school and what needs to improve further. For example, in mathematics teachers are giving pupils more opportunity to use and apply what they know to 'make links' and help them solve problems. However, leaders know and agree there is further to go to ensure there is less repetition of simple calculations and work is challenging enough, deepens pupils' understanding and gives them opportunities to reason mathematically.

Teachers have received helpful guidance about marking and there is some evidence of effective marking. For example, in Year 5, the teacher skilfully challenges pupils to think about the effect and impact of the words they choose in their writing. Nevertheless, across the school, pupils' work still shows much variation in the effectiveness of marking.

While there is evidence of improvements in teaching, particularly where teaching was already developing, improvement of the weakest teaching is more variable and has been hampered by staff absence.

Leaders have improved the school's 'getting to good' plan which now includes more challenging targets for pupils in Year 2. Similarly, the plan has a sharper focus on monitoring and has begun to provide measures to help governors hold leaders to account. Nevertheless, the extent to which the plan clearly articulates what will be achieved in the shorter term needs sharpening.

### **Strengths in the school's approaches to securing improvement:**

- Leaders have sharpened their meetings to check on the progress of pupils by focusing on individual pupils and the actions needed to address any underachievement.
- Coaching and support, both for leaders and teachers, are helping to address weaknesses identified at the inspection. This has resulted in increased levels of professional challenge and expectation which are beginning to have an impact on the quality of teaching.

### **Weaknesses in the school's approaches to securing improvement:**

- Leaders do not focus enough on the impact their actions are having. Although systems for checking are in place and subject leaders have identified areas for improvement in their subjects, there is too little attention given to the difference initiatives are making, particularly to pupils' learning and progress.
- Leaders' appraisal of the school's effectiveness is not evaluative enough. Too often, leaders report on what has been done rather than evaluating precisely the impact their actions are having.

### **External support**

Leaders have benefited from support and coaching from local authority consultants. This has helped subject leaders to develop a range of strategies to check standards and progress in their subjects. Moderation activities have supported leaders in ensuring that data about pupils' achievement are accurate. External reviews of the school's effectiveness, though positive, have not been sufficiently evaluative and challenging to accelerate the pace of school improvement.