

# Greengates Primary School

Stockhill Road, Greengates, Bradford, West Yorkshire BD10 9AX

## Inspection dates

25–26 November 2015

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Children in early years and pupils in Key Stage 1 are not making enough progress.
- Progress is not consistently good in Key Stage 2 across a range of subjects and especially in mathematics.
- Teaching requires improvement. Work set is not challenging pupils well enough to make sure they make good progress in all key stages and year groups.
- Disadvantaged pupils make less progress than others, especially in mathematics. Progress for disadvantaged pupils is not consistently good across the school.
- Leaders have not ensured that their plans for improvement give sufficient clarity about how changes to be made will improve the quality of teaching and pupil progress.
- Performance targets for teachers and subject leaders do not focus clearly on precise outcomes for pupils. This limits the headteacher's and governors' ability to hold teachers and subject leaders fully to account for pupil outcomes.
- Over time, leaders and governors have not ensured that pupils' outcomes and the quality of teaching are good across the school.

### The school has the following strengths

- The headteacher and governors have the full support of staff in their drive for improvement. As a result, teaching and pupils' outcomes are improving.
- Pupils' outcomes improved in 2015. Those leaving Year 6 made good progress in English. Pupils across the school make particularly good progress in reading.
- Effective systems are in place to identify pupils' progress and to tackle any underachievement should it occur.
- The 'nurture programme' gives good support for the most vulnerable pupils to engage in all of the school's work.
- Pupils say they enjoy school and feel safe there. They have good attitudes to learning. Behaviour is good and pupils' personal development and welfare is good.
- Leaders and governors are ambitious for the pupils. The actions they have taken since the previous inspection have improved the overall effectiveness of the school.

## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- Improve the quality of teaching so that it is consistently good in all subjects and all key stages to ensure good progress by:
  - providing incisive subject feedback, especially in mathematics, to enable pupils to use it well to improve their learning
  - raising expectations and setting challenging work for all groups of pupils
  - giving clear explanations in mathematics so that pupils know what to do and how to do it
  - increasing opportunities for children to apply their mathematical skills across a range of subjects.
  
- Improve the provision in early years to ensure children make good progress by:
  - increasing expectations of what children can do and providing work with greater challenge, particularly for the most able
  - providing daily opportunities for children to use their mathematical skills in the outdoor provision.
  
- Increase the impact of leadership and management by making sure that:
  - the quality of teaching is consistently good in all subjects and key stages to increase pupils' progress
  - the progress of disadvantaged pupils is at least good so that gaps in attainment close across the school
  - subject leaders check the quality and impact of marking and feedback to ensure pupils make good progress
  - leaders are crystal clear about what is expected of teachers and how planned actions will contribute to improvements in teaching and pupil progress.

## Inspection judgements

### Effectiveness of leadership and management requires improvement

- The headteacher and governors are ambitious for the pupils. They have the full support of staff in driving forward improvement and staff morale is high. As a result, pupil outcomes and the quality of teaching have improved since the previous inspection.
- Pupils' outcomes are not good as they are variable across the school, due in part to previous weak teaching. Actions taken by senior leaders and governors have clearly improved the quality of teaching and pupils' progress.
- Leaders, including subject leaders, are using a wide range of information to assess the quality of teaching across the school. They are held more accountable for the impact of the work they are doing and holding teachers to account better than at the time of the previous inspection. This is supporting improvements in outcomes and teaching.
- Subject leaders have received training to be able to fulfil their responsibilities. They are supporting teachers in improving the quality of teaching. Their contribution to leadership is much improved since the previous inspection, although they have yet to ensure that the impact of marking on pupils' progress is good enough across the school.
- School plans identify appropriate areas for improvement. However, they lack clear criteria by which success can be measured in terms of improving the quality of teaching and outcomes for pupils.
- The system for checking students' progress is more refined and thorough than at the time of the previous inspection. Regular pupil progress meetings take place to identify which pupils are falling behind and identify targeted support to help them catch up. As a result, outcomes are improving.
- In the last academic year, the impact of the pupil premium funding was not effective in closing gaps in attainment across the school. Recently, the school has started to identify the progress of disadvantaged pupils more sharply and support them more effectively to improve outcomes. Governors have recognised the school's shortcomings in its use of the pupil premium funding and have commissioned a pupil premium review to ensure it is used effectively.
- Performance management for teachers is used to identify the skills teachers need to improve and appropriate professional development is arranged to improve teaching. However, teachers' targets for pupils' outcomes are not precise and this limits leaders' ability to hold staff to account fully for their work. Newly qualified teachers receive good support and are inducted well into the routines of the school.
- The curriculum has improved since the last inspection. It is well planned and is having a good impact on the quality of English and an improving impact on the quality of mathematics and other subjects. There is a wide range of subjects studied by pupils and a good range of extra-curricular activity. For example, visits to cathedrals and Viking and Roman sites contribute well to pupils' learning. Throughout the curriculum there is a focus on developing pupils' understanding of democracy, respect and tolerance as well as an understanding of world religions. The curriculum contributes well to pupils' spiritual, moral, social and cultural development.
- The primary school sports funding is used very effectively to extend pupils' sporting skills and to ensure that many take part in the activities provided. Inspectors saw highly enthusiastic pupil engagement in a dance session leading up to a performance for parents. The work of sports coaches and teachers makes sure there is a wide range of inter-school competition and inter-house competition. Rugby, football, street dance and 'glee club' are very popular.
- The local authority regularly checks on how well the school is doing and has provided good support for the development of middle leadership in school. Additional support is being provided to help the school to strengthen the teaching of mathematics.
- **The governance of the school**
  - The governing body has improved the ways in which it holds the school to account for its work. They commissioned an external review of governance and have successfully strengthened their impact on the quality of teaching and pupil outcomes. They know the school well through regular visits and join leaders in pupil progress meetings where they check pupils' work. Governors challenge senior leaders and subject leaders to ensure that pupils are doing well across the school, and this is supporting improvements. They are clear about the progress pupils are making through their good knowledge of national performance measures.
  - The governing body is clear about the arrangements linking teachers' performance to pay. Governors

use their skills to check the school's budget and have provided funding for additional staffing so that time is available for subject leaders to meet, observe lessons and share best practice. They have approved the use of pupil premium funding although they have not been made aware of the overall impact of its use across the school. Governors are clear about how the school is preparing pupils to be ready to take their place in society as good citizens.

- The arrangements for safeguarding are effective and meet requirements. Staff are appropriately trained and vigilant. Leaders engage well with a range of partners to respond as necessary. Governors have recently checked the policies and procedures for safeguarding and child protection.

## **Quality of teaching, learning and assessment** requires improvement

- Leadership has made significant changes in staffing since the previous inspection to improve the quality of teaching. Training opportunities for staff and sharing of best practice within the school have improved the quality of teaching. However, more is yet to be done to make sure teaching is consistently good so that pupils' outcomes are good across the school.
- A scrutiny of pupils' work in books by inspectors showed that the impact of marking and feedback, particularly in mathematics, is not leading to good progress. Feedback does not challenge pupils to think deeply about how they might improve their work and occasionally it is not always related to the subject being studied. In mathematics, pupils do not act fully upon the feedback and this limits the extent to which they can improve the standard of their work and make good progress. In English, the impact of marking is better than in mathematics but is not consistently good across the school.
- When work set is challenging, pupils of all abilities 'rise to the occasion' and make good progress. Too often, work set does not challenge pupils well enough for them to make good progress. Across subjects, pupils are not expected to deepen their understanding and provide evidence of good progress and learning often enough. The most-able pupils are not challenged sufficiently in mathematics.
- Pupils are generally clear about what they are learning and what is expected of them. However, in mathematics there are occasions when explanations are not sufficiently clear. When pupils start work they do not understand what has to be done to solve problems or complete number work successfully. As a result of unclear explanations, pupils' progress is not good in mathematics.
- Well-planned, interesting work motivates pupils to learn well, particularly in English. For example, inspectors noted the good use of film and media in the teaching of English to promote good writing and presentation skills.
- Questioning is used well to assess pupils' understanding. Teachers provide good 'thinking time' for pupils so they can elicit extended responses to the question and determine how much is being learned by pupils. In the best cases, teachers then adjust the challenge appropriately to ensure pupils make good progress.
- Teachers provide good opportunities for pupils to develop their literacy skills across a wide range of subjects because of the way leaders have planned the curriculum. Pupils develop good speaking skills through the many opportunities they have to discuss their work together and provide full explanations to questions. However, the use of mathematical skills in a wide range of subjects is less well developed although interesting applications were seen in the 'forest school' environment.
- Good relationships between adults and pupils feature strongly in all classes. Teaching assistants are well respected and give good support to pupils, particularly those pupils who have disabilities or who have special educational needs.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite, courteous and welcoming to visitors. The inspectors found that pupils are keen to tell adults how much they enjoy being in the school and how well they are looked after.
- Pupils dress smartly and are proud of their school. They get on well together at lunchtimes, playtimes and in class.
- Pupils enjoy the responsibilities given to them. There are good opportunities for them to take up posts of responsibility such as 'playground buddies', 'reading buddies' and school librarians. Pupils are given good

opportunities to develop presentation skills. During the inspection, Year 6 were preparing an assembly for their parents about their caving activities at an outdoor education centre.

- Pupils vote for their school council and this is a good introduction to democracy. They told the inspectors that there is good participation in the wide range of sporting activities and how important it is for them to keep fit. The school promotes healthy eating and prepares pupils well to adopt healthy choices.
- Pupils know how to keep themselves safe and learn about internet safety and are clear that they should not exchange messages with people they don't know. Pupils talk about being sensible and not talking to strangers. There are good opportunities for pupils to learn about road and cycle safety.
- The school's 'nurture programme' makes a good contribution to the personal development of the most vulnerable pupils. It helps the most vulnerable pupils to participate effectively in all activities.
- Pupils are very clear about what constitutes bullying and they say it is rare. Pupils are confident that staff are quick to tackle bullying should it occur as 'there is always someone there to listen and help'.
- All pupils say they are safe in school. Parents and staff are unreservedly positive about children's safety.

### **Behaviour**

- The behaviour of pupils is good.
- The school is a calm and harmonious community in which pupils manage their conduct well both inside and outside the classroom. The new behaviour policy is supporting good classroom behaviour, with pupils striving to strengthen their work to gain the school's 'Outstanding behaviours' award.
- Pupils are keen to learn. They listen carefully to the views of others and show great respect. Pupils work well together when learning in class and outside in the 'forest school' environment.
- A scrutiny of pupils' work showed that pupils are proud of their work and there are many examples of good presentation in books. However, the scrutiny of work also showed that pupils do not consistently respond to the advice their teachers give them to improve their work and this slows their progress, particularly in mathematics.
- After a dip in attendance in 2014, particularly for disadvantaged pupils, the headteacher has taken effective action to make sure attendance has improved. Overall attendance is average, with many pupils attending well. There have been no permanent exclusions from school and fixed-term exclusion is exceptionally rare.
- The school's environment is well cared for and is litter-free. Children socialise well together when dining together at lunchtime; they keep the hall neat and tidy. Displays of pupils' work and other educational materials interest pupils and promote the school as a good place for learning.

### **Outcomes for pupils**

### **require improvement**

- Since the previous inspection, outcomes have improved although they are not yet good. Over time, the quality of teaching has been variable across the school and, as a result, progress requires improvement.
- In 2015, attainment at the end of Key Stage 1 improved from the previous year. Pupils made the progress expected of them, reaching average standards from average starting points in English and mathematics.
- Those pupils leaving Year 6 in 2015 made good progress in English, particularly in reading, but not in mathematics. Too few disadvantaged pupils did better than expected in mathematics.
- An analysis of current pupils' work showed that progress in Key Stage 1 is improving. However, standards for some pupils remain below average in both English and mathematics because of previous weak teaching. In Key Stage 2, the analysis showed that progress is not consistently good across year groups in a range of subjects, especially mathematics. Inspectors found that the quality of teaching in English was better than in mathematics. Leadership is aware of this and is taking steps to improve the teaching of mathematics.
- The analysis of pupils' work showed that boys and girls make similar progress.
- In reading and writing, the most-able pupils do as well as similar pupils in other schools. In mathematics, standards are below those of similar pupils in other schools as, over time, work has not challenged them well enough.
- The progress made by disadvantaged pupils, across the school, is variable and requires improvement. Overall, they make less progress than others as not enough make better than expected progress. Across the school, gaps in attainment between disadvantaged pupils and others are not closing. In comparison to others nationally, gaps in attainment for disadvantaged pupils are closing in English but not in mathematics. Recently, leadership has recognised this and is taking steps to strengthen progress for

disadvantaged pupils by regularly checking their progress and providing additional support for their learning.

- Pupils with disabilities and special educational needs, some with profound needs, make similar progress to others. Leadership identifies the needs of these pupils well and teaching assistants provide good support both inside and outside the classroom.
- Reading is a strength of the school. The school is helping pupils to read well and is promoting reading through interesting class texts and a good choice of books in the school library. The school's 'reading recovery' programme has a good impact on the progress of pupils who need additional support to read well. In the most recent screening check for reading at the end of Year 1, the large majority of pupils achieved the expected standards. Pupils read widely and often and told inspectors that they enjoyed reading.

## Early years provision

## requires improvement

- Over time, teaching and leadership both require improvement as expectations have not been high enough to ensure that children make good progress.
- Expectations of what children can achieve have been increased but are not high enough for the most able. Children could benefit from extra challenge to reach skills that are above those found typically.
- Children are safe and happy because of the secure procedures that are in place in the early years provision. All adults have a positive relationship with children in their care and contribute positively to children's developing speaking, listening and reading skills.
- When joining the setting, children have skills that are typical for their age. They make expected progress, with the proportion reaching a good level of development being average. Children's outcomes require improvement as not enough children make good progress during the time they are in early years.
- Recently there have been significant changes to both leadership and teaching and, as a result, early years provision is improving.
- Since the start of the year, new leadership has made sure that staff are inducted quickly into the provision and that there are higher expectations than in the past. Leadership is improving teaching and, in particular, assessment is being used regularly to plan effectively for children's next steps in learning. Parents have opportunities to support their children's learning and are well informed about children's progress through the online learning journals.
- There are too few disadvantaged children and disabled children or children with special educational needs to make effective comparisons between their progress and the progress of others.
- Children's behaviour is good. They cooperate with adults, learning to take turns with their work and respect each other. Children are well looked after and there are secure procedures for safeguarding children. There are regular visits from the fire service to help children understand how to keep safe. Inspectors noted that children were careful when using knives to make sandwiches and this contributes well to their good personal development and welfare.
- Leadership has modified the curriculum to provide interesting activities for all children and to improve standards. For example, the quality of boys' writing has improved because greater opportunities for them to write about their 'forest school' work and topics such as 'Heroes' in the outdoor 'writing tent'.
- Children are prepared effectively to begin their work in Key Stage 1.

## School details

<b>Unique reference number</b>	107206
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10001635

This inspection 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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Allan
<b>Headteacher</b>	Andrew Gaunt
<b>Telephone number</b>	01274 611324
<b>Website</b>	<a href="http://www.greengatesprimary.org.uk">www.greengatesprimary.org.uk</a>
<b>Email address</b>	<a href="mailto:office@greengates.bradford.sch.uk">office@greengates.bradford.sch.uk</a>
<b>Date of previous inspection</b>	4 June 2014

## Information about this school

- The school is an average-sized primary school with more boys than girls.
- The proportion of disadvantaged pupils known to be eligible for support through the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Most pupils are White British. Few pupils speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs is average.
- The school meets the current government floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- Children start early years with part-time education in Nursery. In Reception, children receive full-time education.
- There is an after-school club, 'Simply Kids', organised by an external agency. This did not form part of the inspection of the school as it is inspected separately and receives a separate inspection report.
- There have been substantial changes in staffing since the last inspection.

## Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. One observation was undertaken jointly with the headteacher.
- An inspector spoke with a group of pupils about their learning in lessons and their safety in the school. Also, inspectors spoke with pupils about learning and safety throughout the two days of the inspection.
- Inspectors listened to pupils from Years 3 and 6 reading.
- An inspector held meetings with the Chair and vice-chair of the Governing Body. Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plan, school policies and the minutes of the governing body meetings. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors reviewed pupils' work in lessons and analysed samples of pupils' books.
- Inspectors analysed 21 questionnaires completed by staff. There were no responses to the online pupil questionnaire. Inspector evaluated 23 responses to the online questionnaire for parents (Parent View).
- Inspectors spoke to parents at the beginning of the school day.

## Inspection team

James McGrath, lead inspector

Ofsted Inspector

Susan Twaits

Ofsted Inspector

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