

Greengates Primary School

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

Inspection dates

28–29 November 2017

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

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors are ambitious for all pupils. Together, they provide effective leadership for the school. Actions taken to improve the school since its last inspection have been effective.
- Teaching and learning are now typically good across key stages 1 and 2.
- Most pupils reach the expected standards in reading, writing and mathematics by the end of Year 2.
- By the end of Year 6, an above average proportion of pupils achieve the expected standards in writing and mathematics. Standards in reading are not as high, particularly at greater depth.
- Children get a good start in the early years. They make good progress from their starting points and are well prepared to continue learning in Year 1.
- Pupils make good progress generally, although it is a little uneven across key stage 2.
- In key stage 2, pupils of different abilities, especially the most able, are not always challenged enough.
- Not all leaders yet share the same confidence in accurately checking the effectiveness of teaching in all classes.
- Pupils are well looked after in the school, and benefit spiritually, morally, socially and culturally from the wide array of visits and experiences.
- Pupils attend regularly and behave well. They show positive attitudes towards their learning.
- The school's curriculum is effectively planned to provide a range of subject experiences, and to enhance pupils' personal development.
- The use of additional funding makes a positive difference to pupils who have special educational needs (SEN) and/or disabilities, and to many from disadvantaged backgrounds.
- Sport premium funding is also used well to develop pupils' awareness of the importance of leading a healthy lifestyle.
- Parents acknowledge that the school is improving, and that their children make good progress.

Full report

What does the school need to do to improve further?

- Ensure that teaching, learning and assessment in key stage 2 are consistently good or better, and result in at least good progress, especially in reading, by:
 - better meeting the needs of the most able pupils with more challenging work
 - checking regularly the learning and progress of pupils during lessons, and revising work and the timing of activities so that they learn well
 - encouraging pupils to make more decisions about their learning and when to tackle more difficult work
 - honing pupils' confidence in speculating deeply about what they read, and enhancing their reading skills to locate swiftly, and explain succinctly, key information in written texts.
- Sharpen the skills of all leaders in checking precisely the effectiveness of teaching on all pupils' learning and progress across the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, senior leaders and governors show high expectations of all pupils and staff. As a consequence, the school has improved since the last inspection and pupils now receive a good education at Greengates.
- There have been considerable changes in staffing since the previous inspection, which have been challenging for leaders. Nevertheless, the focus on improving the quality of teaching and learning has been a priority. Where weaknesses are identified, support is provided and improvement is expected. The headteacher and senior leaders are committed to developing the skills and expertise of staff. Teachers and teaching assistants benefit from good-quality training and coaching in a supportive, positive ethos.
- The headteacher and senior leaders have an accurate view of the strengths of the school, and priorities for further development. While the quality of teaching is now of a good standard, resulting in pupils' good achievement overall, the headteacher and senior leaders have already identified that not all teaching is as effective as it should be. They are taking effective steps to eradicate inconsistencies, supported ably by other leaders and governors.
- The headteacher, senior leaders and governors have secured the confidence of parents. One parent echoed the views of many with the comment, 'Greengates has taken great steps since its last Ofsted inspection ... I feel the school is visibly striving to deliver results ... I think they are a good way into the journey and are starting to demonstrate definite improvements.'
- Arrangements for managing the performance of staff are well organised. They ensure that all teachers are held to account for developing the quality of their teaching, and for making sure that the pupils they teach make good and better progress.
- Arrangements to check the rates of pupils' progress, in all classes, are equally effective. These arrangements ensure that any pupils who underachieve are quickly identified, and that bespoke actions are taken to support them to catch up.
- Leaders at all levels, including governors, work together well to bring about improvements. The role of subject leaders, an issue for improvement in the previous inspection, has developed. Leaders know their subjects well, and the strengths and areas for further development.
- While expectations for leaders are very clear, it is acknowledged by the school that there is more scope for them to have an even greater impact on pupils' outcomes. Not all leaders are equally confident, and accurate, in checking precisely the effectiveness of teaching on all pupils' learning and progress across the school.
- The pupil premium funding is used efficiently. Funding is reviewed by senior leaders and governors to ensure that it supports individual pupils' needs. As a result, differences between the achievement of disadvantaged pupils and other pupils nationally have diminished over time.
- Leaders have also used the additional physical education (PE) and sport funding to increase the range of sports in which pupils can participate. Professional coaching

enhances staff's confidence in planning for, and delivering, meaningful PE experiences. Pupils participate in a wide range of activities and competitions, including dance, gymnastics and golf.

- The discrete funding for pupils who have SEN and/or disabilities is also checked for impact. Bespoke learning arrangements ensure that these pupils make good progress.
- The well-planned curriculum engages pupils' interests and helps to foster their curiosity. Teachers work hard to ensure that pupils enjoy their learning and that they broaden their knowledge of life beyond their own community. For example, in key stage 1, pupils learn about significant national events beyond living memory, such as the sinking of the Titanic. They create Tudor houses to test how flammable they were. Across key stage 2, pupils marvel about the solar system, and contemplate the sacrifices of soldiers in war through the centuries. Displays around the school celebrate pupils' artistic, design and making skills. Leaders recognise, however, that opportunities for pupils to learn a foreign language, and develop musical awareness, are not coherent enough. Advanced plans to improve the provision for these subjects are underway.
- Class and whole-school assemblies uphold key school and British values, such as respect and tolerance for family differences, and the concepts of freedom and equality. The house system helps to develop pupils' understanding of the importance of life in a community, adherence to rules and cooperative behaviours.
- Pupils' spiritual, moral, social and cultural development is promoted well. Opportunities to learn about different religions deepen pupils' spiritual and cultural awareness. Pupils develop an understanding of democracy through the annual elections of school house captains and school councillors, play leaders and librarians. Pupils' adherence to the school's behavioural code, readiness to take on board positions of responsibility, and regular participation in sporting activities enhance their social and moral skills.
- The school has forged effective links with 'expert' practitioners from Bankfoot Primary School, Bradford, and from the Delta Academies Trust, Knottingley. These links provide the school with good support and challenge, to further enhance the quality of teaching and leadership capacity.

Governance of the school

- A review of governance was undertaken, following the last inspection, and working practices substantially modified. Current governance is strong and effective.
- The governing body has made a significant contribution to the school's recent improvements, and governors articulate an ambitious vision for the school's future.
- Governors have a strong influence on the strategic direction of the school. They have a wide range of experience, skills and expertise. They know the school well and have an accurate understanding of the school's strengths and areas that need further improvement.
- Governors are well informed by their own monitoring activities that are directly linked to the school's improvement plan. They know the right questions to ask to understand how well the school is doing compared to schools nationally. They are rigorous in holding the headteacher and other leaders to account for the school's performance,

and provide an appropriate balance of challenge and support.

- Governors have a good knowledge of the information about pupils' achievement. This enables them to question the progress and attainment of different groups. They check that additional funding, such as the pupil premium funding, sport funding and funding for pupils who have SEN and/or disabilities, is spent wisely and is making a difference to pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff have a good understanding of the implications of the latest version of 'Keeping children safe in education'. They use the advice and information they receive to constantly guide their work.
- Leaders strictly adhere to the school's safeguarding procedures, and liaise closely with the relevant external organisations, including the Local Safeguarding Childrens Board.
- Leaders ensure a safe environment for pupils through regular and detailed risk assessments. Staff are vigilant in keeping pupils safe.
- The school's records show that links with individual families, particularly where pupils live in vulnerable circumstances, are well established.
- Staff make themselves available throughout the school day, and beyond, to ensure that pupils and families receive the support they need.
- Arrangements for recruiting new staff are detailed, and the school maintains an up-to-date, accurate record of all appointments.

Quality of teaching, learning and assessment

Good

- Teaching has improved since the previous inspection and is now typically good. As a result, pupils are making better progress in their learning. Teachers and teaching assistants are generally enthusiastic, and willing to enhance their skills to benefit pupils' learning.
- Teachers and teaching assistants are largely good role models for pupils and promote positive and respectful relationships. Pupils are mostly very attentive in class. They listen carefully to their teachers and to one other. Most pupils show positive attitudes to their learning. They enjoy all they do and want to do well. Their good behaviour supports their learning well.
- In most lessons, teachers show a good understanding of pupils' needs and interests. Increasingly, they expect pupils to apply their learning in different contexts. Most teachers use probing questions skilfully to elicit pupils' understanding and extend their thinking.
- Phonics skills are taught well and used effectively by pupils to help them read unfamiliar words. These skills get them off to a good start in the early years and key stage 1.
- The teaching of writing is good. In many classes, pupils write confidently in a range of formal and informal contexts, and for different audiences and purposes. Teachers

encourage pupils to consider punctuation and vocabulary that make a real impact on the reader, and to spell accurately.

- The teaching of mathematics across the school is increasingly good. Most teachers encourage pupils to explain approaches to solving problems and to reason why they succeed and sometimes fail.
- The teaching of reading is improving. Pupils say how much they enjoy reading for pleasure. Older pupils appreciate the importance of reading and read regularly in school and at home. Not all teachers, however, develop pupils' levels of confidence to speculate more thoughtfully about what they read as well as they might. In some classes, some pupils are not taught to locate key information in texts with sufficient dexterity.
- On occasions, particularly in key stage 2, teachers' and teaching assistants' expectations are not high enough. They do not check regularly enough the learning and progress of all pupils, and revise work and the timing of activities so that all learn well. This results in some pupils losing concentration, and completing work in a superficial manner that does not reflect their true abilities.
- Not all teachers set tasks for some of the most able key stage 2 pupils that consistently challenge them. On occasions, some teachers do not make the most of the pupils' good attributes. They do not always give pupils opportunities to take more of a lead in their learning, by being more resourceful and making their own decisions about when they are ready to tackle more difficult work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' welfare is a priority. Leaders work successfully with other agencies, including the local authority and social care, when they identify any pupils that may be at risk.
- Assemblies, and the many educational visits and extra-curricular opportunities, motivate pupils to think about the world around them.
- Visits to local churches, Chinese New Year celebrations, as well as opportunities to learn about the different backgrounds of the small proportion of pupils who come from other countries, help to prepare pupils well for life in modern Britain. These experiences promote a good appreciation of the views of people from different backgrounds, faiths and cultures.
- Pupils develop a good understanding of the concepts of freedom and democracy, and of Britain's parliamentary system. They talk enthusiastically about their elections as house captains, and show an impressive awareness of the contributions made to society by the people after whom their houses are named – Malala Yousafzai and Professor Stephen Hawkins, for example.
- Pupils understand how well opportunities to become school librarians, play leaders and councillors enable them to contribute to the school's community.
- Pupils and adults mix happily with each other at breaktimes and lunchtimes. Pupils are

well-mannered and welcoming of visitors.

- Pupils say how much they feel safe in the school, and how they are well cared for. They are confident that staff will help them with any problems that may arise.
- Pupils know how to keep themselves safe. They are conscious of the importance of keeping safe online, and the vigilance they need to show about people they do not know beyond the school's gates.
- Pupils understand about different types of bullying and try to prevent it from happening. Pupils say that when infrequent incidents of bullying occur, they are dealt with quickly and successfully by staff.
- Science and PE lessons ensure that pupils are aware of the importance of leading a healthy lifestyle, including regular exercise and a balanced diet.
- The school's records show that a small minority of pupils show signs of challenging emotional and behavioural traits at times. These are dealt with well by all of the adults.
- Pupils in all years benefit from well-organised opportunities to meet their new teacher, visit their new classroom and learn about their new learning experiences as they move through the school.

Behaviour

- The behaviour of pupils is good. Inspection evidence indicates that the school operates as an inclusive and cohesive community.
- Pupils in all years show a good awareness of the expectations that adults and their peers have of their behaviour.
- Most pupils show positive attitudes to learning and work cooperatively in most lessons. They listen to each other's points of view, and help one another with their work.
- Leaders successfully promote the importance of regular attendance and quickly follow up any extended absence. As a result, attendance is above average and most pupils attend regularly.
- On occasions, particularly where teachers' expectations are not high enough, some pupils lose concentration in some classes. On these occasions, some pupils do not make the most of their learning opportunities.

Outcomes for pupils

Good

- Pupils' achievement has improved since the last inspection, and is good. This is because most teaching encourages pupils to learn and succeed. As a result, key stage 1 outcomes in reading, writing and mathematics are at least average. Outcomes at the end of key stage 2 are above average in writing and mathematics for most pupils. These outcomes represent good progress.
- Most pupils develop confidence in writing for different purposes and audiences. Pupils are increasingly adept in selecting language and punctuation for effect. Many sequence their ideas skilfully in well-constructed sentences and paragraphs. In general, most pupils spell accurately and use grammar correctly.

- Pupils' mathematical skills are also developing strongly. In most classes, pupils are keen to practise their basic mathematical skills, and to use them to solve mathematical problems. Many pupils can explain how they have worked out calculations, and why they have chosen certain approaches to solve problems.
- Year 6 pupils' outcomes in reading, while improving, are not as high. This is particularly so for those achieving greater depth. While many pupils read fluently, and with understanding, there are inconsistencies in their levels of confidence to speculate about what they read, and to locate efficiently, and explain succinctly, key information in texts. This is particularly so in some key stage 2 classes.
- Pupils develop good skills and understanding in science. By the end of key stage 2, they reach broadly average standards. Good-quality PE experiences develop levels of teamwork, stamina and physical agility. In art, pupils consider and imitate the techniques of contemporary artists, and in design and technology acquire the skills to design and make toys and historical artefacts. Pupils' musical skills and their understanding of a foreign language are not as well developed.
- Pupils who have SEN and/or disabilities make overall good progress. This is the result of well-planned support and well-targeted activities.
- By the time they leave school, the progress made by pupils eligible for support funded by the pupil premium is also good. Differences in the attainment of disadvantaged pupils and others nationally have narrowed over time. School information shows that the majority of current disadvantaged pupils, including the most able, are making good progress in many classes. This is because the school is aware of their needs and generally ensures that support for them is effective.
- Many of the most able pupils make good progress. Many lessons challenge them to think, and work things out, for themselves. On occasions, however, some pupils do not make consistently the progress of which they are capable. This is particularly the case in key stage 2. This is because some teachers' expectations are not consistently high enough. Work is not pitched at a high enough level to sustain pupils' interest levels and consistently develop their skills and understanding.

Early years provision

Good

- Most children make good progress in the early years. By the end of the Reception Year, most children achieve a good level of development, and the proportion exceeding national expectations is rising. Children are well prepared to start Year 1.
- Children settle quickly in the Nursery and become confident learners because routines and expectations are well defined. They behave well and quickly show respect for, and patience towards, one another. The large number of children who join the early years at the beginning of the Reception Year also quickly form cooperative relationships with other children, and all of the adults, and achieve well.
- The provision for mathematics and the outdoor learning environment have improved since the previous inspection. Children enjoy counting and recording the number of skittles that they have knocked over, designing number plates for their cars and bikes, and placing numbered pebbles in the correct order.
- Teaching and learning are now consistently good. Adults engage children well in all of

the learning activities, which are well planned to match the needs and interests of the children. Children were very excited to dress up as 'ice queens', enthused about designing igloos using sugar cubes, and keen to share what they had learned about polar bears, all part of their Arctic topic.

- Many of the adults ask questions that encourage children to think for themselves and develop confidence in communicating with each other. Adults check carefully how well children are doing, and identify how they can develop further.
- The regular modelling of sounds and actions by adults lends confidence to children who are experiencing communication difficulties. Those who have SEN and/or disabilities are supported effectively alongside their peers. Pupil premium funding is used successfully to provide disadvantaged children with additional resources.
- Staff in the early years team know the children well and enjoy positive relationships with them. Staff work together as a strong team to provide a happy, safe and nurturing atmosphere. As a consequence, children behave well, feel safe and develop their confidence. They share and cooperate, and play and learn well together.
- Parents are very happy with the provision for their children. One parent commented, 'My child feels so welcome and enjoys his time at school so much that he walks in confidently and happily each morning.'
- There are good procedures for getting to know the children and their families to ensure a smooth start to school. Continued strong links with parents ensure that home and school work effectively together to support children's learning. All the necessary steps are taken to support any children whose circumstances may make them vulnerable.
- Effective leadership of the early years ensures that staff are keen to share good practice with each other. They have identified appropriate aspects of provision that could further be improved, such as activities to promote even better children's early writing skills, and support even higher outcomes for the most able children.

School details

Unique reference number	107206
Local authority	Bradford
Inspection number	10036545

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Steve Allan
Headteacher	Andrew Gaunt
Telephone number	01274 611324
Website	www.greengatesprimary.org.uk
Email address	office@greengates.bradford.sch.uk
Date of previous inspection	25–26 November 2015

Information about this school

- The school meets the requirements on the publication of specified information on its website.
- The school is an average-sized primary school with more boys than girls.
- Most pupils are White British. Few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is average.
- The proportion of pupils who have SEN and/or disabilities is average. The proportion of pupils who have an education, health and care plan is broadly average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Children start the early years with part-time education in the Nursery. In Reception, children receive full-time education.

- Since the previous inspection, there have been significant changes in staffing. New middle leaders have been appointed, and the governing body has been reconstituted.

Information about this inspection

- Inspectors visited a wide range of lessons across the school, looking extensively at pupils' work in all lessons. Visits to lessons were made with the headteacher.
- Alongside school leaders, inspectors reviewed pupils' progress data and pupils' work in books, information about the performance of teachers, documents pertaining to safety and behaviour, and information pertaining to safeguarding.
- Inspectors spoke with pupils in lessons, at breaktimes and lunchtimes, and met with groups of pupils separately.
- Meetings were held with the headteacher and deputy headteacher, senior and middle leaders and governors. In addition, a telephone conversation was held with a representative from the local authority. Informal discussions also took place with a number of parents on the playground, prior to the start of the school day.
- Inspectors took account of 29 responses to the Ofsted online questionnaire (Parent View), as well as the 112 responses by parents to the school's spring 2017 questionnaire.
- The views of staff were taken into account through responses to the school's spring 2017 questionnaire, and through informal and formal discussions.
- No members of staff or pupils completed the online Ofsted questionnaires.

Inspection team

Andy Swallow, lead inspector	Ofsted Inspector
Marianne Young	Ofsted Inspector

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