

# Idle C of E Primary School

Boothroyd Drive, Bradford, West Yorkshire BD10 8LU

**Inspection dates** 12–13 February 2014

|                                |                      |                    |          |
|--------------------------------|----------------------|--------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good               | 2        |
|                                | This inspection:     | <b>Outstanding</b> | <b>1</b> |
| Achievement of pupils          |                      | Outstanding        | 1        |
| Quality of teaching            |                      | Outstanding        | 1        |
| Behaviour and safety of pupils |                      | Outstanding        | 1        |
| Leadership and management      |                      | Outstanding        | 1        |

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Achievement is outstanding. Pupils progress extremely well in every way. They are very well prepared for the next step in their education.
- Most children start school with skills and knowledge in line with those expected for their age. They make outstanding progress and considerably exceed national expectations by the time they leave school at the end of Year 6. The proportion of pupils exceeding expected rates of progress in mathematics, however, is not as high as in English, especially the girls.
- The quality of teaching is outstanding. Teachers have excellent subject knowledge and know the needs of their pupils very well. As a result, pupils are inspired by and highly engaged in learning in lessons.
- Pupils' behaviour is outstanding. Pupils are very well mannered, polite and have a deep commitment to the learning of their peers whom they help all the time. Pupils have an excellent understanding of all forms of bullying. They feel safe in school and are well cared for.
- The school is expertly led and managed by the headteacher. There is a highly successful and shared vision of the pursuit of excellent teaching and achievement and of high standards in all of the school's work.
- The governing body hold leaders to account stringently, and challenge as well as support the school. They expertly evaluate their own performance and that of the teachers by comparing the achievement of pupils at the school with those nationally.

## Information about this inspection

- Inspectors observed 18 lessons or parts of lessons, two of which were joint observations with the headteacher.
- Inspectors listened to pupils read and looked at the work in their books.
- Meetings were held with the headteacher and different groups of people involved in the school. These included pupils, the Chair and other members of the Governing Body, members of the teaching staff and a telephone call with a representative from the local authority.
- Inspectors took into account the results of the school's recent parental surveys. There were 58 responses to the on-line questionnaire (Parent View) which were also taken into consideration. A discussion on the telephone was held with a parent.
- Inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Kathleen McArthur

Additional Inspector

## Full report

### Information about this school

- Idle C of E Primary is an average sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

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

- Further improve the proportion of pupils exceeding expected rates of progress in mathematics, especially girls.

## Inspection judgements

### **The achievement of pupils** is outstanding

- Most children start school with skills that are in line those typically expected for their age. They make outstanding progress and leave the school with attainment which is above the national average in mathematics and well above in English
- Data shows that in 2013 the attainment of the most able pupils at the end of Key Stage 2 was well above the national average in reading and writing and English grammar, punctuation and spelling. Although attainment was above the national average in mathematics, it was not quite as high as the other subjects, especially for girls.
- Attainment at the end of Key Stage 1 in 2013 was particularly high in mathematics and in reading at higher levels and especially for boys. Reading skills are taught very well using phonics (learning letters and the sounds they make) and pupils use these acquired skills successfully in their initial efforts in reading and writing. As a result, pupils achieve very well in the Year 1 reading check.
- Attainment at the end of Key Stage 2 shows a rising trend over the last three years in English and particularly in writing. Pupils' presentation and the quality of their writing in books are very good. Progress in English across Key Stage 2 was particularly strong in 2013. This is as a result of the school placing a focus on writing quality in 2012.
- Pupils read often and widely to fulfil their love of reading. Fluent readers are carefully encouraged by staff and have opportunities to read from a wider array of books and other materials.
- The progress of disabled pupils and those with special educational needs is similar to the progress of others in the school. The school is strongly committed to ensuring equality of opportunity for everyone and ensures that the progress of this group of pupils is at least in line with other pupils by providing many bespoke programmes of learning and targeted support.
- The few pupils supported by the pupil premium make similar progress overall to their peers. However, 2013 data shows that pupils eligible for free school meals attained well above the national average in reading and closed the previous difference between themselves and their peers by almost two terms in both English and mathematics.
- By the end of Year 6, pupils are very well prepared for the next stage of their education.

### **The quality of teaching** is outstanding

- The quality of teaching is consistently good and much is outstanding; it helps pupils learn and achieve exceptionally well during their time at school. Teachers have very high expectations of prompt starts to lessons as well as the amount of work to be completed by pupils in a given time.
- A particular strength of the teaching is the checking undertaken by teachers of pupils' understanding as the lesson proceeds. For example, staff question pupils so that they are clear about what they are learning and how that is linked to what they already know.
- Teachers have excellent relationships with their pupils which results in a very positive climate for learning. Pupils made particularly good progress in lessons and often engaged in high-quality discussions with adults and their peers. The atmosphere created is one of high expectations so, for example, pupils may seek help from peers in order to produce work of the very highest quality.
- The teaching of phonics is very good. Pupils can decode and read words very well and have opportunities to develop inference and comprehension skills in their reading. Guided reading is taught very well because it is very well organised.
- The skills of teaching assistants are considerable and targeted well to support individuals and small groups to ensure they make excellent progress. Pupils' learning needs are very precisely

addressed, for example, with teaching in ability groupings and specific targets for pupils in these groups.

- Marking frequently includes one-to-one sessions with the teacher, particularly for writing, which ensures that all pupils are very clear about what they need to do to improve and is very effective in accelerating progress.
- The most able pupils in English or mathematics are challenged to reach ever higher levels or to deepen their knowledge and understanding, for example, by working in a higher age group.
- Since the last inspection, the Reception class outdoor area has been developed and now provides a wide range of rich learning opportunities. Staff make excellent use of indoor and outdoor resources and plan activities that develop pupils' understanding of reading, writing, mathematics and which promote their personal development very well.

### **The behaviour and safety of pupils** are outstanding

- The behaviour of pupils is outstanding.
- The values and attitudes of this church school form the basis of the warm welcome extended to visitors immediately by all staff and pupils alike. Pupils are exceptionally well mannered and courteous. They behave very well in lessons, and mostly regulate their behaviour themselves when outside, with the help of the 'Peace Pals'. These pupils are trained to offer solutions to any problems. Occasionally, a pupil who has received three cautions from staff is required to stand on 'a line' for a few minutes during playtime to reflect on how they can improve their behaviour.
- Pupils' attitude to learning in lessons and throughout school is exceptional. Outstanding behaviour characterises many lessons. Pupils asking for and receiving help from work partners is commonplace. They listen attentively to each other, and other adults, and persevere when faced with challenges, for example in science, when one of the items in the experiment was contaminated inadvertently by one of the pupils.
- The school's work to keep pupils safe and secure is outstanding.
- The premises are very well maintained and this ensures pupils are kept safe. Pupils are acutely aware of how to keep themselves and others safe at all times, for example, when studying the geography of the town they are well aware of how to keep safe when crossing roads.
- Pupils are aware of different types of bullying, including cyber-bullying. Records show that incidents of inappropriate behaviour are rare. A small minority of parents who responded on Parent View said that the school did not respond well to incidences of bullying. However, inspectors did not find any evidence to support this view.
- The cornerstone of behaviour management in the school is that any inappropriate behaviour is dealt with by a team of staff with allotted time and specialist knowledge. This means that other staff who are leading learning can continue uninterrupted so effective learning is rarely disrupted.

### **The leadership and management** are outstanding

- The headteacher is an exceptional leader. He interprets the governors' vision creatively and is ably supported to realise his ideas by creating plans alongside the deputy headteacher. One of the keys to success is the careful construction of teams of staff who work extremely well together.
- Senior and middle leaders use data extremely well to analyse the progress made by individuals and groups of pupils. Teachers are able to use data extremely well to track pupils' progress as part of measuring their performance and planning the next stages of learning for the pupils.
- Subject leaders have a passion for their subjects and are acutely aware of the strengths and weaknesses in their areas. Clear actions are specified in very good plans for improvement.
- Monitoring of teaching is very effective as it is sharply focused on pupil achievement. School leaders use information from lesson observations and data exceptionally well to set targets for

teachers and continually improve the quality of teaching.

- The curriculum is extensively enriched by music, sport and residential visits. It is well planned with a sharp focus on information and communication technology (ICT) and science. As a result, pupils are enthused and very well prepared for the next step in their education.
- The local authority provides a 'light touch' support to the school. It values the quality of the school's senior leadership.
- Plans for the use of the primary school sports funding are being deployed to increase the opportunities for competitions between schools, to provide sports coaching in school and offer sports training for teachers.

■ **The governance of the school:**

- The governing body, which includes many parents, makes an extremely positive contribution to the school's success. Governors monitor the work of the school as well as their own work and performance, extremely well. They have up-to-date knowledge of pupils' achievements and the quality of teaching and provide sufficient challenge to the school to move it forward. For example, following a recent review of homework, governors provided rigorous challenge and insisted on clear plans for improvement. The governing body ensures financial resources are well managed including the school's use of additional funding to support pupils, such as those eligible for the pupil premium. Governors are involved in setting targets for the headteacher and they are also fully aware that teachers' pay awards are securely linked to their performance and the progress that pupils make.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 107320   |
| <b>Local authority</b>         | Bradford |
| <b>Inspection number</b>       | 431320   |

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

|  |                             |
|--|-----------------------------|
| <b>Type of school</b>                      | Primary                     |
| <b>School category</b>                     | Voluntary Aided             |
| <b>Age range of pupils</b>                 | 5–11                        |
| <b>Gender of pupils</b>                    | Mixed                       |
| <b>Number of pupils on the school roll</b> | 215                         |
| <b>Appropriate authority</b>               | The governing body          |
| <b>Chair</b>                               | Helen Jones                 |
| <b>Headteacher</b>                         | John Bowers                 |
| <b>Date of previous school inspection</b>  | 22 June 2009                |
| <b>Telephone number</b>                    | 01274 410111                |
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