

Inspection of a school judged good for overall effectiveness before September 2024: Reevy Hill Primary School

Bedale Drive, Buttershaw, Bradford, West Yorkshire BD6 3ST

Inspection dates:

4 and 5 February 2025

Outcome

Reevy Hill Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Gary Stott. This school is part of Leading Learners Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Yvonne Brown, and overseen by a board of trustees, chaired by Samuel Quigley.

What is it like to attend this school?

The school is deeply committed and proud to serve its pupils and community. Pupils live and breathe the school's motto, 'proud to be our best'. They enjoy coming to a school that is a happy place. They know that staff care for them and help to keep them safe.

Pupils live up to the school's high expectations of them. Typically, they achieve well. Pupils move around the school calmly and sensibly. They are courteous and respectful of others. They welcome visitors with politeness. They are considerate of others. For instance, they readily hold doors open for each other and adults.

Pupils thrive at the school, which provides them with a wide range of meaningful, responsible roles. These include membership of the pupil parliament and roles as prefects, recyclers and librarians. For some positions, pupils prepare formal applications. For other roles, they are democratically elected. Mental health ambassadors present information on mental health and well-being to their peers in assembly. These varied roles prepare pupils well for being positive contributors to society.

The school provides a range of free extra-curricular clubs and activities to extend pupils' talents and interests. There are several sporting and creative opportunities, including boxing, running and choir. Pupils can also develop their communication skills in the debating club. The school prioritises attendance at these clubs for pupils who are disadvantaged or who have special educational needs and/or disabilities (SEND).

What does the school do well and what does it need to do better?

The school has developed and introduced an ambitious curriculum. The curriculum identifies the key knowledge the school wants pupils to know and remember. Pupils benefit from a sequence of learning that runs from Nursery to Year 6. In lessons, pupils build on their prior learning. For example, in art they apply their colour mixing knowledge when producing a three-dimensional picture of an object.

Reading is a priority for the school. Pupils enjoy reading and speak enthusiastically about their favourite books and authors. They are proud of the school library and welcome their weekly opportunities to borrow books. The school's chosen programme for the teaching of phonics is well established. Expert staff use focused phonics lessons to ensure that pupils learn to read successfully. Any pupils that struggle or fall behind are quickly identified and expertly supported to keep up.

Following some weak published outcomes in mathematics in key stage 2 in 2024, the school has worked strategically to improve the curriculum and quality of teaching in mathematics. Current pupils are benefiting from improvements in the mathematics curriculum and increased staff expertise. Children in early years explore the properties of numbers and practise mathematical skills in well-thought-out activities.

The school does not teach some aspects of letter formation and spelling as well as it could. Teaching does not consistently address the errors that pupils make with aspects of their writing. This can hinder aspects of progression through the curriculum for some pupils.

The school has effective systems for identifying the needs of pupils with SEND as early as possible. It involves parents and pupils in the development of support for pupils' needs. Pupils with SEND access the same ambitious curriculum as their peers. The school's 'hub' provides personalised support in a well-designed environment for a small number of pupils with more complex needs.

Children in the early years get off to a strong start to their education. They respond well to the school's high expectations and clear routines. Children play and learn with independence and cooperation. They join in with songs that are deliberately used to help them to develop their mathematical knowledge. Well-considered activities ensure that children learn effectively across a range of areas of learning. Staff provide activities that are engaging and related to the children's interests. Staff foster strong, caring relationships with children.

Most of the time, pupils are attentive, engaged and respond positively to teachers' expectations of their behaviour. On occasion, the school's behaviour policy is not applied well. At these times, pupils can become distracted and this leads to some low-level disruption in lessons.

Attendance is a high priority and the school is relentless in its work to improve rates of attendance. The school makes effective use of analysis to identify and understand trends.

These efforts are leading to improvements, although absence and persistent absence remain too high.

Pupils demonstrate positive values relating to inclusion and diversity. They celebrate differences between people. Pupils have a keen sense of fundamental British values and why they are important. Teachers provide regular opportunities for pupils to debate and discuss important issues. For example, pupils consider the role of money in society and the importance of friends. The school promotes healthy lifestyles. Pupils exercise at playtime using a range of well-chosen playground equipment.

The trust, governors and the school share a strong commitment to serving the pupils, families and community. Staff feel valued and cared for. Staff professional development is a priority. Recent training has led to increasing consistency and quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, the school behaviour policy is not applied consistently well. This means that learning can sometimes be disrupted. The school should work with staff to provide the necessary support and guidance to enable the behaviour policy to be applied effectively.
- There is some variation in how well aspects of writing are taught. The school does not routinely ensure that staff identify and support pupils who make errors in spelling and letter formation in their writing. As a result, some pupils continue to repeat errors over time. The school should ensure that all pupils are helped to improve the quality of their writing so that pupils write with increased accuracy and fluency across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the

last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in October 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143511
Local authority	Bradford
Inspection number	10346640
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	Board of trustees
Chair of trust	Samuel Quigley
CEO of the trust	Yvonne Brown
Headteacher	Gary Stott
Website	www.reevyhill.co.uk
Dates of previous inspection	10 and 11 October 2019, under section 5 of the Education Act 2005.

Information about this school

- The school is part of the Leading Learners Trust.
- The school does not currently use any alternative provision.
- The headteacher and deputy headteacher have been appointed since the last inspection.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other leaders. He also met with members of the local governing body and the trust.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector took account of responses to Ofsted Parent View, the pupil survey and the staff survey. The inspector also spoke to parents at the end of the school day.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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