

High Crag Primary School

Crag Road, Shipley, West Yorkshire, BD18 2ES

Inspection dates 9–10 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The school's overall effectiveness has declined since the last inspection because of weak leadership and teaching over time in Key Stages 1 and 2.
- Actions taken by leaders and managers, including subject leaders, have failed to rapidly improve pupils' achievement. Inadequate teaching has not been tackled effectively. Plans for school improvement are not clearly focused and so the ability to improve the school is weak.
- Too few pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs, make the progress expected of them through Key Stages 1 and 2. Standards of attainment by the end of Year 6 in reading, writing and mathematics are low.
- Expectations of what pupils can achieve in Key Stages 1 and 2 are too low. The work set by teachers does not match pupils' varying needs and abilities and lacks challenge.
- The pace of learning in lessons is too slow to enable pupils to make good progress.
- The quality of marking is variable. Not all teachers adhere to the agreed marking policy. Too many pupils are unclear what they need to do to improve.
- Pupils' attitudes to learning are not consistently good and their behaviour requires improvement. Some pupils do not always focus well enough on, or take a pride in, their work.
- The curriculum is inadequate across Key Stages 1 and 2. It fails to develop pupils' skills in reading, writing and mathematics quickly enough. Pupils' low standards in these subjects mean that they are not adequately prepared for secondary school.
- Governance is ineffective in holding the school to account for its performance. Weak systems for checking the accuracy and validity of information they receive from leaders have meant that they have had an inaccurate view of the school's performance and failed to challenge the school to improve.

The school has the following strengths

- The early years provision is good. Children make good progress due to good teaching and effective support. They are well prepared for Year 1.
- Procedures to ensure pupils are safe and secure are good. Pupils say they feel safe; staff and parents agree.
- A very good range of sporting activities extends pupils' sporting skills. Pupils take part in these with great enthusiasm.
- Pupils attending the school's designated provision for speech and language receive good support, integrate well into the school and make good progress.
- The new executive headteacher has quickly assessed the school's strengths and weaknesses. Staff are supporting his drive for improvement.

Information about this inspection

- Inspectors observed a range of teaching and learning in parts of lessons. Four observations were undertaken jointly with senior leaders.
- Inspectors spoke with two groups of pupils about their learning in lessons and their safety in the school. They also listened to some pupils reading.
- Inspectors held meetings with the Chair of the Governing Body and two other governors. They also held meetings with a senior leader and other staff. The lead inspector met with a representative of the local authority.
- 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 also 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 evaluated 45 responses to the online questionnaire (Parent View). Inspectors also spoke to parents at the end of the school day.
- Inspectors analysed 20 questionnaires completed by staff. They also took into account one letter and a number of written comments received with staff questionnaires.

Inspection team

James McGrath, Lead inspector

Additional Inspector

Nigel Cromey-Hawke

Additional Inspector

Liam Trippier

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This school is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well 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.
- The large majority of pupils are White British. Most pupils speak English as their first language.
- The proportion of disabled students and those who have special educational needs is average.
- The school does not meet the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics by the end of Year 6. The school has not met these standards during the past two years.
- The school runs a unit called the DSP (Designated Specialist Provision) which provides for up to six pupils from the local authority with special educational needs in speech and language. There are six pupils on roll.
- The school has achieved Elkan Communication Friendly Status and Makaton Friendly Status. These are awards for communication using sign and symbols that help pupils with speech impairments to communicate.
- Children in the early years receive part-time education in the Nursery and full-time education in Reception.
- A new building opened for Nursery and the associated High Craggs Two Year Old Unit in June 2015.
- The governing body provides childcare for 20 children at the High Craggs Two Year Old Unit which is based on the school site. This provision does not form part of this inspection as it has recently been inspected under sections 49 and 50 of the Childcare Act 2006. The inspection report can be found at <http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/EY331042>
- Since the previous inspection, there have been a number of changes in staffing and leadership. An executive headteacher was appointed in April 2015 and supports the school for three days each week. The local authority will review this arrangement in September 2015 when a new headteacher will take up post. Two new subject leaders for mathematics have recently been appointed as has an assistant headteacher with responsibility for early years and Key Stage 1.
- The school receives support from a national leader in education and staff from Iqra Academy to support the school's analysis of the quality of teaching and pupil progress.

What does the school need to do to improve further?

- Take urgent steps to improve the quality of teaching in Key Stages 1 and 2 so that it is at least good, in order to quickly raise standards for all groups of pupils, so that they make good or better progress, by ensuring that:
 - all staff have high expectations of what pupils can achieve, including of the presentation of their work, particularly in writing
 - work set by teachers closely matches pupils' varying needs and abilities and challenges them to do better, particularly the most able
 - time in lessons is used effectively so that pupils are productive and enables pupils to learn well
 - teachers' explanations of what pupils are to do and learn are concise and clear so that pupils know precisely what is expected of them
 - all staff adhere to the school's marking policy to help pupils improve their work and teachers' questioning skills are improved so that in all year groups they skilfully check pupils' understanding of what they are learning and challenge their thinking
 - teaching assistants receive clear guidance on how to support effectively groups of pupils, including the

- disadvantaged, the disabled and those with special educational needs, including in the early years
 - pupils are encouraged to take more responsibility for their learning in lessons so that their attitudes to learning and behaviour are good
 - staff manage pupils' behaviour effectively and always insist that pupils' behaviour improves should it slip
 - pupils have more opportunities to improve and extend their mathematical skills across a wide range of subjects
 - teachers correct quickly errors in pupils' grammar, spelling and punctuation in order to build pupils' confidence in writing
 - pupils' achievement in reading is further strengthened by providing clear guidance to parents to enable them to effectively support their children's reading at home.
- Rapidly improve the effectiveness of leadership and management at all levels, including governance, so there is a strong capacity to quickly improve the school's effectiveness by:
- eradicating inadequate teaching and making sure that teaching is at least good
 - ensuring that all leaders have high ambitions for pupils' achievement and the quality of teaching
 - making sure that plans for school improvement are sharply focused, make clear how actions will improve teaching and achievement and include clear and measurable steps to enable leaders to check how well the school is improving
 - developing subject leaders' monitoring skills so they are effective and rigorous in checking the quality of teaching and pupils' achievement in their subjects
 - improving the curriculum so that it enables pupils to make good progress in reading, writing and mathematics and ensures they are well prepared for secondary school
 - making sure that leaders and governors rigorously check that the actions taken to improve the achievement of disadvantaged pupils are effective so that these pupils make good progress and that the standards they achieve improve and are at least in line with other pupils nationally
 - ensuring that governors hold all leaders to account much more effectively for the quality of teaching and pupils' achievement and that they develop thorough systems for checking the accuracy and validity of information they receive.

An external review of governance should be taken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- Over time, leaders and governors have been too slow to remedy weaknesses identified at the previous inspection. They have not tackled weaknesses in teaching with enough rigour. Their expectations of pupils' achievement have been too low and they have not ensured that pupils' attitudes to learning are consistently good. Standards by the end of Year 6 in reading, writing and mathematics are low. Teaching in Key Stages 1 and 2 is inadequate and, as a result, pupils underachieve. Consequently, the school's effectiveness has declined since the last inspection.
- Senior leaders, including governors, have had an unclear, inaccurate and overgenerous view of the school's effectiveness. Their plans for school improvement are weak. They do not focus sharply enough on whether their intended actions will improve teaching and achievement. Plans also lack clear and measurable steps needed to enable leaders to check how well the school is improving. This limits the school's ability to improve.
- The leadership of teaching is weak. Subject leaders have not used the full range of evidence available to them to check the quality of teaching over time rigorously or accurately, such as by reviewing pupils' work in their books or considering the progress pupils make over time. The roles of subject leaders are now starting to strengthen due to training, including from a national leader of education and other staff from a nearby outstanding school. Those recently appointed to their roles show enthusiasm and great determination to drive improvement forward. However, this has not resulted in any significant improvement in the quality of teaching or pupils' learning. Leaders' expectations of teachers are still too low. They have not ensured that all staff adhere to the agreed policy for marking pupils' work.
- Newly qualified teachers should not be appointed.
- Although arrangements to manage the performance of teachers have followed the correct processes, they have been ineffective over time in holding teachers to account for the quality of their teaching and pupils' achievement. Teaching remains too variable and some inadequate teaching is yet to be eradicated.
- Over time, the use of additional government funding for disadvantaged pupils has been ineffective. Disadvantaged pupils, as others, underachieve in Key Stages 1 and 2. The actions taken to support these pupils, both inside and outside the classroom, are not checked well enough to make sure these pupils achieve well. Wide gaps remain in their achievement in comparison with other pupils nationally and the quality of teaching they receive remains too weak to close them quickly.
- Leaders ensure that the primary school sports and physical education (PE) funding is used well. Pupils' participation in sport, including in competitive sports such as rugby, has increased as a result. Pupils frequently take part in physical activities, including before and after school and at break and lunchtimes and do so with great enthusiasm. Pupils benefit from teaching from an appointed specialist PE teacher who organises all activities.
- Although the curriculum is very well enriched with a very good range of activities to extend pupils' sporting skills, overall, it is ineffective in meeting pupils' academic needs. Pupils' low standards and underachievement in reading, writing and mathematics have not been tackled swiftly enough to ensure pupils are well prepared for secondary school. Pupils' basic numeracy skills, in particular, do not develop quickly enough because pupils have too few opportunities to use and apply their skills in a wide range of subjects. These inadequacies have not been recognised by leaders and so change to the curriculum has been too slow.
- Although the school takes careful steps to ensure that all pupils can be included in everything that it offers, the school's overall promotion of equal opportunities is inadequate. This is because achievement is too uneven across the school. Leaders have not ensured, for example, that the good start to learning in the early years is successfully built upon. Too many pupils from different groups, including disabled pupils, those with special educational needs, the disadvantaged and the most able underachieve in Key Stages 1 and 2.
- Good relationships fostered between pupils and with staff characterise the school. Leaders ensure that it is a calm and harmonious community. Discrimination of any kind is not tolerated. Pupils elect the school council through a democratic voting system. They are aware that behaviour rules are necessary to ensure the smooth running of a community. Leaders are now taking steps to ensure that opportunities to develop pupils' spiritual, moral, social and cultural understanding and readiness for life in modern Britain thread through the curriculum and teaching.
- There are effective arrangements for safeguarding and child protection, which meet statutory requirements. Staff are vigilant and leaders follow up concerns tenaciously to ensure pupils' safety.
- The executive headteacher has high ambition for the school, knows exactly what needs to be done to

improve it and is already tackling issues rigorously. He has successfully enlisted the support of staff, who recognise that quick and significant improvement is needed and so favour recent changes. Pupils also acknowledge that since the arrival of the executive headteacher, the school is a better place to be.

- A new achievement officer from the local authority supporting the school since September 2014 quickly identified that the impact of school leadership and governance on improving the quality of education for pupils was weak. Action was quickly taken to improve leadership through the appointment of the executive headteacher and to strengthen the quality of governance. Training for subject leaders has also been undertaken, including in mathematics and English but this has not resulted in any significant improvement in achievement in these subjects. Training provided to support the development of pupils' early reading skills has, however, resulted in a positive impact on pupils' achievement in reading. Nevertheless, despite this effective recent support, the local authority has not prevented the school's decline in performance, as it did not act swiftly enough.

■ The governance of the school:

- Over time, governance has been ineffective. Governors have not been diligent in establishing effective systems for checking that the information given to them is accurate. This has led to underachievement in the school and ineffective teaching. They have not interpreted the school's achievement information accurately to assess the position of the school in relation to national achievement, and challenge leadership to do better. Governors have not acted swiftly on the findings of a review of governance to improve their practices.
- Governors understand how teachers' performance links to pay but have not used the system well enough to ensure teaching is good. Finances are checked effectively. They know how the school is using the additional government funding to support disadvantaged pupils but are unclear about its impact, over time, in improving achievement for these pupils. They are clear about the spending of the primary sports funding and its impact.
- Recently, governors have taken steps to ensure that the school's leadership improves. They have a new energy and determination to be more involved with the school and are beginning to develop their skills to fulfil their role effectively.
- Governors effectively hold the school to account for keeping pupils safe. A nominated governor meets regularly with leaders to check arrangements.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement.
- As a result of the highly variable quality of teaching, pupils' attitudes to learning are not consistently good. In lessons, when activities fail to effectively meet pupils' varying needs and abilities, some pupils can become disengaged and are not fully involved in learning. For a few pupils, this means that their behaviour slips and this is not always addressed well by staff. Occasionally, a few pupils do not respond by improving their behaviour when asked to do so. Not all pupils take pride in the presentation of their work. The quality of presentation is highly variable between classes.
- Pupils keep the school neat and free of litter. They have well-developed social skills and welcome visitors. They are courteous and polite, holding doors open for adults and pleasantly answering questions about their school.
- The school is a calm, purposeful and harmonious community. Pupils get on well together at break and lunchtimes where they are very active and enjoy playing games. Pupils say that they particularly enjoy sport. Inspectors observed pupils working well together in team games as well as enthusiastically playing individual sports, such as badminton.
- Pupils say that it is easy to make friends because everyone is welcoming and because staff care that they are happy and safe.
- Good attendance is well promoted and as a result, is improving. Overall, attendance is broadly average. Fixed-term exclusions of pupils are used only occasionally and only when absolutely necessary. There have been no permanent exclusions.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a clear understanding of how to keep themselves safe. There are opportunities in assemblies and lessons for pupils to learn about safety. Contributions such as from the police and fire brigade ensure pupils can effectively assess any risks to their safety. Pupils understand clearly how to keep themselves

safe when using the internet.

- The executive headteacher ensures that there is no 'clutter' around that could be detrimental to pupil safety.
- Pupils are clear about what constitutes bullying, including prejudice-based bullying and cyber-bullying. Bullying is rare and when it happens, pupils and their parents are confident that it is dealt with immediately. Pupils say they 'make up readily and easily' if there are any problems with friendships.
- Child protection procedures are thorough. Staff are well trained and work closely with external agencies to ensure that the most vulnerable pupils are safe. Staff and school leaders are vigilant in ensuring systems to safeguard pupils are effective, including arrangements to record children's safeguarding and good systems are in place to note any concerns.
- School leaders are tenacious in ensuring that any matters of concern are followed up as swiftly as possible, such as with external support agencies.
- Pupils say they feel safe and well cared for in school. Parents and staff echo pupils' confidence in being safe in school. They are unreservedly positive about pupils' safety.

The quality of teaching

is inadequate

- As a result of inadequate teaching in reading, writing and mathematics over time, pupils in Key Stages 1 and 2 underachieve. Inspection evidence, including work seen in pupils' books, shows the quality of teaching is too variable in these key stages and has too little impact on learning and so standards are improving too slowly.
- Expectations of what pupils are capable of achieving are too low. The pitch of work set is not matched well enough to pupils' varying needs and abilities. Work often lacks challenge for all groups of pupils, especially the most able.
- Although pupils' work is sometimes well presented, the low expectations of some teachers reflect in the untidy and poor presentation of some pupils' work, which is accepted too readily. Pupils do not always take pride in their work and are not always encouraged to do so.
- Learning time is not used effectively, particularly at the start of lessons, where the pace of learning is too slow. Teachers' explanations of what pupils are to do and learn in lessons are sometimes unnecessarily lengthy and not always clear. As a result, pupils are not always sure of what they need to do or are left with too little time to show what they have learnt and understood.
- The quality of marking of pupils' work is very inconsistent. Not all teachers adhere to the school's agreed marking policy. There is some good quality marking, reflecting the school policy where teachers' helpful and encouraging comments and advice support pupils in improving their work. However, too often, teachers' lack of adherence to the policy fails to provide pupils with clear information about what is needed to make good progress. There is little evidence that pupils act upon the limited advice they are given and correct their mistakes. This hinders their progress.
- Occasionally, teachers' effective questioning helps pupils to explain their learning and thinking as well as encouraging them to use correct vocabulary, such as seen in Year 6. However, teachers' questioning skills are generally underdeveloped. As a result, pupils' understanding of what they are intended to learn is not assessed carefully enough in order to establish how well they are doing or to challenge pupils' thinking. Similarly, too often, teachers' questioning fails to challenge and engage pupils in learning. As a result, some pupils' attitudes to learning are not good and occasionally their behaviour slips. When this happens, pupils' attitudes and behaviour are not always effectively checked and modified.
- The quality of support from teaching assistants varies considerably. The few pupils from the specialist unit for speech impairment receive effective skilled support to enable them to integrate well into lessons and progress well. However, across the school, teachers do not always ensure that teaching assistants receive the guidance they need on how to support groups of pupils effectively. Disabled pupils and those with special educational needs as well as disadvantaged pupils underachieve, because the day-to-day teaching and the support they receive are too variable and do not adequately meet their needs.
- The teaching of reading is improving. Recently purchased books are helping to foster a greater desire to read among pupils of all ages. The good progress children make in the early years is starting to be sustained as a result of more effective teaching of letters and sounds. Nevertheless, standards in reading remain too low and pupils are yet to make up for previously lost ground. Pupils are encouraged to further improve their reading skills by reading at home. However, too little clear guidance is given to parents to enable them to effectively support their children.
- The teaching of writing is weak. Pupils' achievement is hindered because expectations of pupils to produce high-quality writing are too low. Errors in pupils' grammar, spelling and punctuation are not picked up

swiftly enough so that they improve. Pupils lack confidence in writing with accuracy.

- Pupils make slow progress in mathematics and as a result, have too many gaps in their knowledge of basic skills. This means that they are unable to use different approaches to solve mathematical problems quickly and accurately. They have too few opportunities to apply their mathematical skills in other subjects.

The achievement of pupils

is inadequate

- Pupils make inadequate progress in Key Stages 1 and 2 in reading, writing and mathematics. This is due to weak teaching over time. Standards by the end of Year 6 are significantly below average and show too little sign of improvement. Pupils are not prepared with the skills they need to do well at secondary school.
- Pupils in Key Stage 2 underachieve. The quality of teaching is highly variable and therefore fails to improve pupils' standards from their low starting points. There is significant variation in the rate of pupils' progress between, and within, year groups. Inspection evidence, including work seen in pupils' books, shows that weak teaching causes such a decline in standards that it is difficult for pupils to catch up later even when teaching is good. Standards across Key Stage 2 remain too low and too few pupils are making progress at the expected rate.
- Overall, the standards reported from teacher assessments at the end of Year 2 have been well below average for several years. Too few pupils reach the nationally expected levels of attainment in reading, writing and mathematics. Although school data and inspection evidence show that current standards in Year 2 are now better, particularly in reading, pupils are not making consistently rapid progress through Key Stage 1 with inadequate teaching and achievement still evident.
- Throughout the school, the achievement of the most able pupils is highly variable and overall is inadequate. The most able pupils currently in Year 6 are making better progress in reading and writing, but their progress in mathematics remains weak. Work is often too easy for the most able; they are not challenged to achieve their best.
- Disadvantaged pupils underachieve. Their progress in different year groups across the school is highly variable. In 2014, the attainment of disadvantaged pupils at the end of Year 6 compared to non-disadvantaged pupils in the year group was about half a year ahead in reading and a term ahead in writing and mathematics. However, compared to non-disadvantaged pupils nationally, their attainment was low, being almost a year behind in reading, over a year behind in writing and two terms behind in mathematics. Compared to non-disadvantaged pupils nationally therefore, the progress of disadvantaged pupils is inadequate. These gaps in attainment are not being closed quickly enough. Standards remain too low.
- Disabled pupils and those who have special educational needs make similar inadequate progress to others due to highly variable teaching. They do not make up enough ground because of ineffective support.
- There are too few pupils in the school's designated provision for meaningful comparisons between their progress with that of others to be made. However, inspectors observed pupils receiving good support to overcome their complex speech and language needs. They integrate well into classes across the school. In lessons, they work hard and try their best and, as a result, achieve well.
- Although pupils' overall achievement in reading is inadequate, it is improving. Following staff training, including in the teaching of phonics (linking letters to their sounds) standards are starting to rise. In Year 1 in 2014, for example, the proportion of pupils reaching the expected standard in the national reading screening check, although below average, improved on the previous year. Inspection evidence shows that a higher proportion of pupils currently in Year 1 are working at the expected standard. However, despite recent improvements, across the school, pupils have not yet made up for past underachievement. Standards in reading remain too low.

The early years provision

is good

- Most children enter Nursery with levels of skill, knowledge and understanding that are below those found typically, particularly in literacy, numeracy, communication and personal skills. Good teaching, effective links to pre-school groups and with parents help children to settle well.
- From their varying starting points, all groups of children make good progress and they catch up quickly. Although the proportion of children who reached a good level of development by the end of the Reception Year in 2014 was below average, they made good progress from their lower starting points. This proportion is set to rise significantly this year, as seen in the children's work. As a result, children are now

well prepared for learning in Year 1.

- Children make much better progress in the early years than in Key Stages 1 and 2 because of effective teaching and effective leadership. Well-planned activities led by adults, or chosen by children, are interesting and match children's varying needs and abilities. For example, in play areas there are always activities to promote children's reading, writing and numeracy skills. Children's 'challenge passports', a detailed record of their learning and activities, are well kept and support well-structured independent learning time so children develop skills quickly.
- Good leadership reflects in the improvements made over recent years in children's achievement and in the quality of teaching and provision. Staff receive regular and relevant professional development in order to improve children's skills, such as in listening, attention and speech as well as in reading. Leaders are clear about the provision's strengths and are working well on areas for development, such as developing the impact of the work of teaching assistants. Leaders work well with teachers in the provision and with early years' practitioners in other schools to check children's assessments thoroughly to ensure they are accurate. Parents are very happy with the provision and the way in which staff communicate with them about their child's well-being and achievement.
- The early years is well resourced so that children learn well using exciting and interesting equipment. Adults extend children's learning well to ensure they are challenged at all times and make good progress. Occasionally, teaching assistants do not help children to use their vocabulary as well as they ought when children are engaged in play activities.
- Children engage in a wide range of activities to support the development of their spiritual, moral, social and cultural understanding. They listen well to each other and to adults. They are respectful, enthusiastic about their work and behave well. They enjoy the recognition and rewards given to them for reaching their targets.
- Staff ensure that children are kept safe and know how to keep safe. Children assess their own risks when playing in Nursery and Reception, challenging themselves appropriately to climb higher on the new climbing equipment.

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

Unique reference number	107271
Local authority	Bradford
Inspection number	462288

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	447
Appropriate authority	The governing body
Chair	Martyn Weatherill
Headteacher	Malcolm Campbell
Date of previous school inspection	25 June 2013
Telephone number	01274 584068
Fax number	01274 774155
Email address	office@highcraggs.bradford.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

