

Inspection of Atlas Community Primary School

Lincoln Close, Manningham, Atlas Community Primary School, Bradford, West Yorkshire BD8 8DL

Inspection dates: 2 and 3 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils at Atlas Community Primary School are kind and respectful to one another. Leaders have prioritised pupils' personal development to ensure that they are well-rounded citizens. Pupils are confident and compassionate. One pupil reflected the views of many, saying, 'We don't knock people down here, we build people up.'

Staff consistently apply the school's behaviour policy which encourages pupils to 'behave'. Pupils understand that their actions have consequences. They feel that this is fair and enjoy the rewards and celebration assemblies. As a result, pupils 'behave' well during their lessons, including breaktimes and lunchtimes.

Leaders work well with families and pupils to ensure that they know and understand what bullying is and how to report it. Because of the positive relationships that exist between staff and pupils, pupils are confident to report any worries or concerns. Consequently, pupils feel safe and that there is little bullying that takes place.

Pupils enjoy attending a wide range of clubs, such as yoga, dance fitness and baking. Pupils can choose to take up leadership responsibilities, such as school councillor roles. Some pupils choose their own clubs to run. They ask leaders to help them. For example, some pupils run clubs to raise funds for charities, both locally and nationally, such as for the floods appeal in Pakistan.

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

Since the last inspection, leaders have made significant improvements. Leaders understand the importance of a broad and ambitious curriculum. They have developed a curriculum that exposes pupils to a variety of experiences. These range from carefully planned outdoor learning activities to regular access and experience of playing a musical instrument. In addition, pupils enjoy cooking in the well-resourced cookery room.

The curriculum is well planned and ordered in a logical way. However, there are few opportunities for pupils to revisit, practise and apply what they learn. As a result, some pupils do not remember the knowledge leaders want them to know. For example, in music, pupils in Year 5 cannot remember composers or specific vocabulary that they have previously learned.

Leaders know that they need to develop systems to assess pupils' knowledge and understanding of their curriculum. Teachers do not regularly check what pupils already know and can do in some subjects. Subsequently, in some subjects, pupils do work that is too easy for them. In some cases, some pupils learn new concepts before they have the foundational knowledge to build on.

Pupils enjoy reading books from the newly developed library. They talk enthusiastically about their favourite authors. Leaders frequently reward pupils with books. Children learn to read when they begin Reception. They enjoy their phonics

lessons. Teachers identify children who need extra support with their reading. Those children receive interventions that help them to keep up with their peers. However, some staff are not trained well enough to deliver phonics lessons effectively in key stage 1. For example, some staff do not pronounce sounds correctly. As a result, some pupils become less interested in their learning. Pupils who struggle to read do not receive regular support to help them keep up. Pupils fall further behind. Some pupils are unable to read with accuracy or fluency.

Children in the early years make good progress because the curriculum is well designed and delivered. Children maintain high levels of interest with activities that staff expertly facilitate. They can share and take turns.

Leaders ensure that this is an inclusive school. They have redesigned classrooms so that pupils with special educational needs and/or disabilities (SEND) work closely with their peers. Staff receive training to help them develop their inclusive classrooms. Teachers quickly identify pupils with SEND. They work with leaders to plan the appropriate support so that pupils with SEND thrive.

Leaders plan appropriate support to promote pupils' good attendance. They have developed robust procedures, including the use of home visits to check on pupils who are absent from school.

Pupils have an understanding about the importance of maintaining an active lifestyle, including how to keep physically and mentally healthy. Pupils talk confidently about issues such as prejudice, racism and accepting differences. Leaders carefully choose books to promote pupils' understanding of equality and diversity, such as 'Fight Back' which tackles issues such as terrorism and islamophobia. Pupils understand the differences between a range of faiths and places of worship, such as the church, gurdwara and temple.

Governors and trustees provide effective support and challenge for leaders. Trust leaders provide a range of training for staff, including subject leaders. They are mindful of staff workload and well-being, especially during times of staffing disruption. Staff morale is high and they appreciate the continued support from leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders plan a range of training around safeguarding so that all staff understand and know the signs of neglect or abuse. As a result, staff are vigilant in spotting safeguarding concerns. They quickly identify pupils whose behaviours may be a concern and record and report this appropriately. Leaders are tenacious in seeking external support for families that may need help. For pupils with social, emotional and mental health needs, leaders provide support through a counselling service and have recently trained pupils to become mental health ambassadors.

Leaders have implemented a curriculum that covers a range of topics and issues, such as safety and safe and unsafe relationships. Pupils understand how to stay safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are many pupils that struggle to read in key stage 1. The teaching of phonics in these year groups is variable. Some staff do not address pupils' misconceptions. Pupils that are identified as struggling to read do not receive planned, effective and regular support to help them keep up. As a result, some pupils are not reading with fluency or accuracy. Leaders need to ensure that all staff receive the appropriate training so that they can deliver phonics accurately and effectively. Pupils who struggle to read should receive timely and regular interventions. This will enable pupils to read with confidence.
- The implementation of the curriculum varies between year groups. While some teachers provide opportunities for pupils to revisit prior learning, including practising and applying what they know, some do not. Consequently, some pupils struggle to retain and apply what they have been taught. Teachers need to ensure that pupils have planned time to revisit prior learning so that they remember what they have been taught.
- Some teachers do not accurately identify and address misconceptions that pupils may have. They do not provide support for pupils who fall further behind. As a result, pupils are not learning as well as they should. Leaders should ensure that the checks on what pupils remember are implemented effectively so that teachers can quickly provide support for pupils who struggle. This will enable them to keep up with their peers.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143565
Local authority	Bradford
Inspection number	10241060
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	Board of trustees
Chair of trust	Steve Wadsworth
Headteacher	Lisa Simpson
Website	www.atlasprimary.co.uk/
Dates of previous inspection	15 and 16 October 2019, under section 8 of the Education Act 2005

Information about this school

- There have been considerable changes to staffing over recent years, including some changes to leadership. Previously, there were two assistant headteachers. There is now a deputy headteacher in place and a new special educational needs coordinator.
- There has been a newly appointed chair of governors since the last inspection. They are working with an experienced chair of governors from within the trust to develop in this role.
- Leaders do not currently make use of alternative provision for pupils.
- There is a breakfast club that is provided by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher and other leaders in the school, including the special educational needs coordinator. They spoke with the chair of governors, the director of learning, chief executive officer, vice chair of the trust and chair of the trustees.
- Inspectors carried out deep dives in early reading, mathematics, art and music. They spoke with the curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and talked with pupils.
- Inspectors spoke informally with pupils at breaktime and lunchtime. They observed the school at these times.
- Inspectors considered responses from staff to their online inspection questionnaires.
- Inspectors considered responses to Ofsted Parent View, including written responses. They spoke with parents as they brought pupils to school.
- Inspectors looked at a range of documentation relating to safeguarding. This included the school's central record of staff and visitors, staff training records, records of safeguarding and samples of the records kept on individual pupils.

Inspection team

Jenny Thomas, lead inspector	His Majesty's Inspector
Nicola Beaumont	His Majesty's Inspector
Rachael Macleod	Ofsted Inspector

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