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## REPORT OF THE CHIEF EXECUTIVE OF EDUCATION LEEDS

**EXECUTIVE BOARD: 24 JANUARY 2007**

**SUBJECT: Annex 1: Ofsted Summaries – Leeds Primary Schools**

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### SUMMARY OF SCHOOL OFSTED INSPECTION REPORTS

#### **1 Archbishop Cranmer Church of England Primary School (September 2006)**

- 1.1 Archbishop Cranmer Primary School provides a satisfactory education for its pupils and gives satisfactory value for money. The school accurately sees itself this way overall although some other aspects of its self-evaluation are overly generous. Provision for children in the Foundation Stage is satisfactory. These children reach the level expected in all areas of learning by the end of the Reception year and make satisfactory progress.
- 1.2 Pupils leave the school at the end of Year 6 with standards that are broadly average. All pupils, including those with learning difficulties and/or disabilities, make satisfactory progress throughout the school. Achievement is satisfactory. Pupils' personal development is good. Pupils say that they very much enjoy being at school. Their behaviour is consistently good. The above average attendance figures reflect their enthusiasm for school. Pupils have positive attitudes to learning and they feel safe and valued as individuals. Their spiritual, moral, social and cultural development is good, and is securely underpinned by assemblies and collective worships which capture their imagination and make them think.
- 1.3 Staff take satisfactory care of pupils and comply with legislation in this. Established systems track the progress pupils make. However, this information is not used to best effect in the planning of teaching to ensure that the learning needs of pupils are accurately met.
- 1.4 The quality of teaching and learning is satisfactory. Teachers seek to make lessons interesting to ensure that pupils learn but some do not have a clear view of what pupils need to do next to enable them to make more rapid progress. Many lessons lose pace when teachers explain in too much detail what tasks pupils are expected to carry out or when tasks lack sufficient challenge. Learning slows in consequence, and as a result the school missed its targets at the end of Year 6 in the last two years. Procedures to involve pupils in assessing their own work are more effective in some classes than others. Pupils with learning difficulties and/or disabilities receive effective support.
- 1.5 The curriculum is satisfactory and meets national requirements. Although it meets the personal needs of all pupils well, it does not meet their academic needs as effectively because some work is not pitched at the right level to meet pupils' learning needs.

- 1.6 Parents hold the school in high regard and are very happy with what it offers.
- 1.7 Leadership and management are satisfactory. The newly appointed acting headteacher is taking action to bring about improvements but these changes are only recent and have yet to improve the quality of pupils' learning and the progress they make. Subject managers are beginning to check teaching and learning, but not yet with sufficient rigour to have a positive impact upon pupils' learning and progress. The changes are supported by staff and parents. Improvement since the last inspection is satisfactory and the school has satisfactory capacity to improve.

Grade: 3

- 1.8 ***What the school should do to improve further***
- Improve teaching where it lacks pace or challenge, in order to speed up pupils' learning and progress.
  - Ensure that teachers use assessment information to give them a clear view of what pupils need to do to improve and to help them plan work that meets pupils' learning needs.
  - Ensure that subject managers evaluate the effectiveness of teaching more rigorously in order to improve progress and raise standards.

## **2 Blackgates Primary School (October 2006)**

- 2.1 Blackgates Primary is a friendly, happy, welcoming and very caring school. In the short time since the amalgamation of Blackgates Infants and Blackgates Juniors, the new school has made its mark in the community, and it is extremely well thought of by parents. The key to this success is the outstanding leadership of the headteacher. She has steered everyone through the challenges by uniting pupils, staff and governors from two different schools and by forging outstanding partnerships with others. Her warmth, inspiration, vision for the future and genuine care for every single pupil give everyone a clear understanding of how they should contribute. This has brought about good teaching and learning, which enables all groups of pupils to achieve well from their starting points, and standards are above average by Year 6.
- 2.2 Another major reason for pupils' good achievement and above average standards is the emphasis in the curriculum and in the whole life of the school placed upon pupils' personal development and well-being. The strong commitment to demonstrating that 'every child matters' is reflected in the way that staff and governors prepare pupils well for their future lives as members of the community. As a result, pupils behave well and put their hearts and souls into enjoying everything they do at school. They have earned their national Investors in Pupils award and are very proud of it. Many pupils attend the extensive programme of extra-curricular activities, especially music and sport. They enjoy regular educational visits, visitors to the school and exciting work in the creative arts. Pupils demonstrate outstanding understanding of healthy lifestyles, for example by eating healthy food and taking regular exercise.
- 2.3 Quality and standards in the Foundation Stage (Nursery and Reception classes) are good. Staff are aware, however, that boys do not reach the same standards as girls by Year 2, and this partly reflects children's varying starting points. Boys in the Foundation Stage and in Years 1 and 2 sometimes take more encouraging to want to get involved than girls. The school has still to get to grips with tackling this problem and raising their attainment. Boys make up the ground by Year 6, however, and their performance in national tests is as good as that of girls. Pupils throughout the school do better in reading, mathematics and science than they do in writing, and the school has started to

make inroads into helping pupils to improve their writing skills. There is further work to do, however, including celebrating pupils' achievements in writing more often, improving the marking of work and giving better examples of handwriting by adults.

- 2.4 Governors and senior staff play a strong part in keeping everything on track. As one governor commented, 'Whatever we do we measure the effects of it.' This sums up the school's dedicated care for all its pupils. The school has a good understanding of how well it is performing, and this view matches that of the inspectors. The school gives good value for money.

Grade: 2

2.5 **What the school should do to improve further**

- Raise standards in writing across the school.
- Ensure that boys in the Foundation Stage and Years 1 and 2 reach a similar standard of work to that of girls.

**3 Carr Manor Primary School (November 2006)**

- 3.1 Carr Manor Primary is an outstanding school which has continued to improve extremely well since its last inspection. The key strength is the first class leadership and management of the school. The leadership of the headteacher and deputy headteacher is outstanding. Together they have built up a high performing team who are enthusiastic, capable and dedicated to providing the best for the pupils in their care.

- 3.2 Governors also play a major role in ensuring a high standard of education. Parents are extremely supportive of the school. The following parental comment sums up their positive views: 'Carr Manor is a credit to the local community. It balances the needs of children from diverse communities and backgrounds and is thus inclusive of all.' As a result of exceptional leadership and management, all groups of pupils, including those learning English as an additional language, make outstanding progress. Standards by the end of Year 6 are significantly above average and have been consistently so since the last inspection. The achievement of pupils from entry to the Nursery to the end of Year 6 is outstanding. In the Nursery and Reception (Foundation Stage), children get off to a wonderful start because of outstanding provision.

- 3.3 Good, and sometimes outstanding, teaching throughout the school enables pupils to make brisk progress in their learning. Pupils respond extremely well to the teaching by working hard. Pupils enjoy learning because as a pupil stated, 'teachers make learning fun'. Lessons move at a quick pace and time is not lost because pupils are very interested in their work and their behaviour and attitudes to learning are exemplary. Pupils have a good understanding of how to improve their work because marking clearly identifies what they have done well and what they need to do next.

- 3.4 Information about pupils' progress from the Nursery to Year 6 is used extremely well to help determine pupils' next steps of learning. The curriculum meets the needs of all. It is very effective, with a strong emphasis on developing pupils' basic skills and their personal development, as well as providing very good opportunities to develop skills and knowledge in other subjects. The broad range of visits and visitors adds an extra dimension to learning. Pupils thoroughly enjoy and appreciate the wide range of after-school activities.

- 3.5 Pupils respond exceptionally well to the outstanding care, guidance and support they receive. Their personal development, including their spiritual, moral, social and cultural

development, is outstanding. Relationships are harmonious between pupils as well as between pupils and staff. A pupil commented that, 'A strength of the school is the opportunity to mix with children from other cultures and to learn to respect others' views.' Pupils behave extremely well in the classroom and around school. Pupils are very well prepared for future learning because of their very good acquisition of basic skills and their excellent attitudes to learning. The school has worked very hard with parents to help them appreciate the importance of regular attendance of pupils and not taking holidays during term time. As a result, attendance has improved and is now satisfactory.

- 3.6 The leadership team is constantly seeking ways to improve the school. Its understanding of strengths, areas for development and vision for the future are exceptional. The school has outstanding capacity to continue to improve because of its proven track record over many years. It provides outstanding value for money because accommodation, staffing and other resources are used extremely well to promote a high standard of education for pupils and equal opportunities for all.

Grade: 1

3.7 ***What the school should do to improve further***

There are no significant areas for improvement. The school's improvement plan clearly identifies what it needs to do to maintain its great strengths and improve even further.

**4 Cross Gates Primary School (October 2006)**

- 4.1 This is a satisfactory school with some good features. Although this judgement differs from the school's view of itself as good, the process of self-evaluation has enabled the school to identify some important areas for improvement. Involvement in the local authority's Intensifying Support Programme (ISP) has helped the school to focus on some of these areas. Action to bring about all-round improvement has not yet had time to make its full impact, but there are some promising signs. For example, attainment in English, which has lagged behind that of science and mathematics, is showing gradual improvement. Provisional results for 2006 and the good progress of pupils currently in Year 6 indicate further improvement.
- 4.2 Strong pastoral care ensures a secure environment and helps pupils to feel safe, enjoy school, behave well and make good progress in their personal development. The school is rightly proud of its inclusive nature. The curriculum serves the needs of the pupils well. It is enhanced by a wide range of enrichment activities. These make a valuable contribution to pupils' progress and add to their enjoyment and personal development. Enthusiastic participation in sports encourages pupils to adopt a healthy lifestyle. Parents value the school highly and are very supportive of its work.
- 4.3 Pupils achieve well in the Foundation Stage, which is well led and managed, and also in Key Stage 1. They move from below average standards when they start at the Nursery to broadly average standards by the end of Year 2. Teachers and teaching assistants effectively promote the pupils' communication skills. This helps them to develop their self-esteem and confidence. The progress that pupils make in the Foundation Stage and in Years 1 and 2 is not maintained in Years 3 to 6; it is satisfactory rather than good. This is because the quality of teaching is inconsistent, particularly in relation to matching tasks to individual needs and challenging all pupils appropriately. Pupils leave the school having reached broadly average standards in mathematics and science. In English, progress is less secure. Although standards are below average, there are measurable signs of improvement. The school recognises

that more still needs to be done to improve pupils' achievement, especially in English, and to track the progress of individual pupils more effectively. Developments are underway to help pupils to become more aware of how to improve their work. These are in the early stages and are not yet fully embedded throughout the school.

- 4.4 The headteacher's leadership and management are good and she is ably supported by her deputy. Together, they are resolute in their pursuit of higher standards. They acknowledge that further improvements are still needed, especially in ironing out some inconsistencies in the quality of teaching and in helping the more able pupils to reach higher standards. Their determination and commitment are shared by an active and effective governing body that helps the school to provide satisfactory value for money. As a result, Cross Gates is an improving school and has a good capacity for further improvement.

Grade: 3

4.5 **What the school should do to improve further**

- Improve the consistency of teaching and raise teachers' expectations of what pupils can achieve at Key Stage 2.
- Improve assessment procedures and the use of assessment information so that all pupils have a clear understanding of how to improve their work.

**5 Great Preston VC CofE Primary School (November 2006)**

- 5.1 The popularity and the trust placed in Great Preston VC C of E Primary School by parents and the community at large is well founded. The pupils reach satisfactory standards overall, including in the Foundation Stage, and most make satisfactory progress in their learning; they are well-cared for; show good attitudes to learning; and are well behaved. The staff work hard and know their responsibilities, and the headteacher has established effective management and organisational structures throughout the school. However, that is only part of the picture.

- 5.2 The school's achievements have to be seen against the backcloth of a raft of difficulties caused by the closure of the two former schools and the re-opening of a single school in September 2005. Occasions when all the pupils can unite are very rare because of the distance between the sites; the infant and junior teachers still work in their old separate buildings; subject leadership has to be shared; and the headteacher, despite his efficiency, spends much time going to and fro the quarter mile between the buildings. The plan to be accommodated on one site has been delayed adding further stresses to an already difficult situation.

- 5.3 It is, therefore, to the great credit of the headteacher that he has not allowed these difficulties to overshadow the principle task of welding the two previous schools into one; finding out what needs to be done to raise standards and establishing a management structure to drive ahead improvements. Nevertheless, there are some important issues to resolve. Although the teaching is satisfactory overall, more could be achieved if there was a higher level of good teaching. Standards in mathematics and writing need improvement, the accuracy of the match of work to pupils' needs is inconsistent, and the more able pupils require greater challenge. The headteacher, ably supported by the senior managers, has set out improvement measures which are already beginning to have an effect.

- 5.4 Taking all the circumstances into account, the school uses its resources wisely and efficiently and provides good value for money. It has already displayed that it has good capacity to improve and to reach the targets it has set itself.

Grade: 3

5.5 ***What the school should do to improve further***

- Raise standards, especially in mathematics and writing, and improve the challenge for more able pupils.
- Improve the quality of teaching to a consistently good level.
- Keep the roles of senior managers under review, particularly those of key stage coordinators.

**6 Grimes Dyke Primary School (October 2006)**

6.1 In accordance with section 13(3) of the Education Act 2005, HMCI 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.

6.2 This school is not as effective as it should be, despite strengths in the provision for Foundation Stage children, pupils with learning difficulties and/or disabilities and aspects of personal and cultural development. Standards are low and declining. A significant number of pupils do not achieve as well as they should. This is because the teaching is not sufficiently strong to manage the diverse and complex range of needs which pupils bring to school. The headteacher, supported by the deputy headteacher, is committed to raising standards. High staff turnover and reducing pupil numbers have hampered progress. There are inconsistencies in the quality of teaching and pupils' learning has slowed significantly as a result. Fluctuating staffing does not provide the stability to cope with pupils' wide range of ability or the increasing number of pupils with challenging behaviour which becomes more marked as they grow older. Although staffing has been relatively stable for the past year, standards by the end of Year 6 have fallen significantly in 2006. The school has identified correctly that lower and average attainers, particularly boys, underachieve. The more able pupils achieve satisfactorily, as do those with learning difficulties and/or disabilities, including those who receive specialist support through the speech and language resource provision.

6.2 Pupils do their best and enjoy their learning most when there is a strong practical element to lessons. However, they become unsettled when lessons are too easy or too hard. Behaviour is generally satisfactory with the majority behaving well, though opportunities for pupils to learn independently are limited. A large number of exclusions during the 2004-5 year involved a small minority of older pupils; the number was significantly lower last year. The Foundation Stage provision is good, with an appropriately strong emphasis on personal, social and emotional development. The wide range of indoor and outdoor play equipment and the rich learning environment help children learn through finding out for themselves. For many Reception children, though, the introduction to formal literacy skills is too soon and too advanced for their stage of development.

6.3 Attendance is below average and showed a small deterioration during 2005 and 2006. The rate of unauthorised absence increased last year. The school takes appropriate actions to reduce non-attendance but so far this has not produced results. A significant minority of pupils have yet to feel that it really matters that they attend school regularly. The recent appointment of a full-time pupil support worker is a positive step towards helping pupils with behavioural issues and other problems. The majority of pupils do enjoy coming to school. They feel safe and trust their teachers to help them when they

need it, though some continue to have concerns about bullying. Personal development and well-being are satisfactory and pupils have a sound understanding of why it is important to follow a healthy lifestyle. Enrichment of the curriculum, through events such as 'world of a difference week', help pupils to consider important issues such as racism and to be aware of cultural diversity. Pupils are well cared for in terms of their personal needs and the provision for vulnerable pupils or those with learning difficulties and/or disabilities is very well managed. The inclusion of pupils involved in the speech and language resource provision is a strength. Academic guidance is satisfactory, with strengths in the detailed overview held by the headteacher and deputy but with weaknesses in using assessment to determine what precisely should be taught.

- 6.4 The many staffing changes, including those involving management responsibility, have resulted in unavoidable additional demands on leadership time. Too much responsibility has been left to the two senior leaders and the part-time inclusion manager and so the support they can offer new teaching staff is limited. Leadership and management responsibilities of other staff are at an early stage of development. This means that senior managers have not been as effective as they should. The school's self-evaluation rightly shows that the school has declined considerably since its last inspection but it has a more rosy view of achievement, teaching and capacity to improve than the evidence warrants. The evidence for satisfactory achievement for all groups of pupils is not robust. The headteacher and deputy headteacher passionately keen to resolve the issues facing the school but different initiatives introduced over the last three years have not worked. Governors are warmly supportive and are seeking further training. The most recent plan to turn the school around is in its initial stages and has not had time to have an impact, though the school continues to be optimistic. Taking all these things into consideration, leadership and management therefore are inadequate at the present time. The school does not have the capacity to improve without additional support and at present gives inadequate value for money.

Grade: 4

6.5 **What the school should do to improve further**

- Raise achievement, particularly that of boys, in English, mathematics and science.
- Improve the consistency of teaching quality to provide all pupils with the right levels of support and challenge so they can learn to the best of their ability.
- Raise pupils' aspirations so that they want to attend school and believe that by attending they have the best possible chance to do well.
- Widen management so that more staff take greater leadership and management responsibilities and allow senior management time to be used more effectively.

**7 Hunslet Carr Primary School (October 2006)**

- 7.1 The school is set in a challenging inner-city area. Many of the children come to school with limited skills and where their potential to learn has remained largely untapped. Under these circumstances, the school does well in many ways and a strong feature of its work is the way it responds to the often complex personal and social needs of the pupils whilst also recognising its responsibility to encourage them to make strides in their learning. The school has enlisted various specialist support agencies to work alongside its own specialist teachers, resulting in the needs of various groups of pupils being well met. As a consequence, the pupils are well behaved, enjoy coming to school and feel safe and secure.

- 7.2 The complex business of raising standards and levels of achievement against such a backcloth proves very challenging. In many respects the school has achieved a good

measure of success and is not afraid to be innovative or to respond to emerging issues. For example, it successfully promotes the pupils' attitudes to work; has reviewed its curriculum to improve the way in which subjects are taught based on topic themes; and has introduced a new language scheme to boost the pupils' writing and reading skills. However, there are also some aspects of the school's work which require greater consistency and for practical measures to be taken so that progress can be made more consistently and effectively. For example, while the teaching is of satisfactory quality overall with some which is good, with more regular monitoring, these inconsistencies could be ironed out. Although the curriculum initiative is still in its early stages, the lack of sufficient time for senior managers to make detailed assessments of its impact is causing anomalies to arise; for example, copying chunks of text into topic exercise books, while the language scheme is resulting in younger pupils having restricted access to books.

7.3 The theme of contrast is seen most clearly in the standards reached and the achievement of pupils which, although satisfactory overall, reveal wide variations between key stages and between standards reached in national tests and those currently reached in lessons. Most children enter school with low levels of attainment and although the staff work hard to accelerate their learning, at the end of Key Stage 1 most pupils struggle to reach expected levels for their age, as they have done over the last five years. However, results at the end of Key Stage 2 have recently taken a sharp upturn and despite many pupils beginning the key stage in Year 3 well behind others nationally, the progress made in the pupils' achievements in 2005 placed the school in the top 22% of schools, in stark contrast to 2003 when it was in the bottom 23%.

7.4 Despite these overall contrasts and inconsistencies, there is much to celebrate within the school, and with the combination of hard-working staff and firm leadership, there is no reason to doubt the school's capacity to continue its improvement.

Grade: 3

7.5 ***What the school should do to improve further***

- Improve standards especially in Key Stage 1 and throughout the school in English.
- Raise the quality of teaching to a consistently good level.
- Involve pupils more in the setting and reviewing of targets.
- The headteacher and senior managers should establish clear ways of monitoring the impact of initiatives on the quality of teaching and learning.

## **8 Immaculate Heart of Mary Catholic Primary School (November 2006)**

8.1 The Immaculate Heart of Mary Catholic Primary School provides a satisfactory standard of education overall for its pupils. This judgement matches the school's self-evaluation. The school provides satisfactory value for money. It is extremely calm and the pupils' behaviour is exemplary. As a result, pupils feel safe and secure and settle well to their work. Parents are particularly pleased with the way their children are developing as confident and enthusiastic individuals and the pupils say they are very happy in school. Care, guidance and support of the pupils are good and staff know pupils well.

8.2 Most children start in Reception with levels of attainment that are better than those expected for their age in aspects of communication, language and literacy. There is no overview of their attainment on arrival in other areas of learning so their progress as a group during the Foundation Stage cannot be tracked. On entry to Year 1, most children reach standards that are above those expected nationally for children this age. Well above average standards are reached at the end of Years 2 and 6 and the earlier, below average, achievement recorded for 2004 and 2005 has now been improved to a



satisfactory level. The overall progress of pupils with learning difficulties and/or disabilities is not monitored centrally and their learning targets are not always specifically defined or appropriately updated to provide a school overview of their progress. Several parents of these pupils express concern that some senior staff cannot provide helpful responses to their enquiries about their child's progress.

- 8.3 The quality of teaching and learning is satisfactory overall. There is good, lively teaching in some lessons where pupils are involved in their own learning through group work or discussions. New style, recently developed assessments of pupils' work in Years 1 to 6 are beginning to contribute to improvements in their achievement. As yet, this assessment information is not always used well enough to ensure that pupils of different abilities make the best progress. As a result, by the time they leave Year 2 and Year 6, progress has still not been fast enough for some of the more able pupils who are sometimes set work that is too easy for them.
- 8.4 The curriculum is good. The school has worked hard to broaden pupils' learning opportunities through, for example, a wide range of visits and providing good quality learning opportunities which show the links between subjects. This ensures that pupils usually enjoy their lessons and they readily identify practical activities in subjects such as science or information and communication technology (ICT) as being the most fun. This level of enjoyment contributes to their high standards.
- 8.5 Pupils' personal development is good with some outstanding features. Older pupils take responsibility very seriously and appreciate the significance of their roles. One said, 'I think being first aid monitor is very important because I look after anyone who gets hurt at playtime.' The pupils' overall understanding of healthy lifestyles is extremely good and they talk confidently about healthy eating and the need for regular exercise. The headteacher and senior staff provide satisfactory leadership. They have clear plans for the school's improvement and in anticipation have judged several aspects to be higher than inspection findings. Their effective influence is already evident in the outstanding aspects of pupils' personal development. Monitoring pupils' achievement is now their focus. Evidence of underachievement became apparent in English, mathematics and science in 2003. Particular concerns over standards in science, which dipped in 2002 to average, led to a strong whole-school focus for improvement in the subject, leading to a rise to well above average standards by 2005. The new assessment strategies were implemented in 2005 to identify the rate of progress in writing and numeracy. Leaders and managers have implemented strategies to ensure that pupils make better progress and these have resulted in improved achievement. Strong teamwork is a significant factor in the school's satisfactory capacity for further improvement.

Grade: 3

- 8.6 **What the school should do to improve further**
- Make better use of assessment information to set challenging targets and match work more precisely to pupils' needs in order to raise achievement, particularly for the most able.
  - Monitor the overall progress of pupils with learning difficulties and/or disabilities to ensure the school has a clear picture of the effectiveness of its provision and is in a position to reassure parents their children are doing as well as they can.
  - Assess children's standards of attainment when they arrive in Reception and monitor their progress as they move through the Foundation Stage to ensure they achieve well.

## 9 **Ingram Road Primary School (September 2006)**

- 9.1 This is a satisfactory and rapidly improving school. Although standards by the end of Year 6 are below average, pupils make satisfactory progress overall from their low starting points on entry to the Nursery. Progress is better for those pupils who enter Foundation Stage, remain until Year 6 and attend well.
- 9.2 In the Foundation Stage, children make good progress in their personal and social development and satisfactory progress overall. In Years 2 and 6, progress is more rapid than in other year groups as a result of good teaching. In Year 6 particularly, teaching is imaginative, captures pupils' interest and challenges their understanding. Although achievement for all groups is satisfactory, staff are not always clear when planning their lessons whether some pupils' needs are due to their lack of spoken English or because they have learning difficulties. Consequently, the support for pupils learning English as an additional language is not managed as effectively as it might be during lessons.
- 9.3 The school provides a very welcoming and supportive environment. Pupils and parents recognise they are given considerable help and support. Pupils feel safe in all aspects of school life. In lessons, they show much enthusiasm for learning and respond with determination to do better when given praise and encouragement. The school works hard to overcome whatever difficulties pupils may encounter and works effectively with outside agencies to try and provide the right support for pupils of all ages and backgrounds. The quality of work in this area is recognised in the Stephen Lawrence Award.
- 9.4 Pupils' personal development is satisfactory and there are some very good elements in their cultural development, celebrating and valuing cultural diversity. Behaviour is satisfactory. Some pupils find it hard to behave well, but with good support from the learning mentor they develop appropriate strategies to cope and behave better as a result. Pupils respond admirably to the responsibility given to them through the work of the school council. An effective programme of teaching and learning helps pupils adopt healthy lifestyles. Play equipment requested by the pupils is used well in the playground and all pupils receive regular swimming lessons during their time in school. A free breakfast club not only helps pupils adopt healthy eating habits but promotes attendance and punctuality.
- 9.5 Pupils' well-being is given a high priority. Well organised child protection procedures are in place. All pupils' work is regularly marked but pupils often do not know exactly what they have to do next to improve further, nor do they have targets to work towards. Much information is collected to monitor and track pupils' achievement. However, as yet, it is not used with sufficient rigour to set clear targets for pupils to help them improve their work.
- 9.6 Leadership and management are satisfactory. The headteacher is committed to raising standards and providing quality care. The intensive monitoring and evaluation programme undertaken by the local authority is helping the leadership team to have a sharper focus on raising achievement. This very recently established team is beginning to gain an understanding of the school. Evaluation of school performance by the headteacher is accurate, but robust monitoring and evaluation is not well enough embedded in all aspects of school practice. As yet, data are not analysed rigorously to drive up standards. The governing body fulfils its responsibilities well. The school gives satisfactory value for money and its capacity to improve further is satisfactory.

Grade: 3

- 9.7 ***What the school should do to improve further***

- Set clear targets for pupils so that they know what it is they need to do to improve further.
- Manage the classroom support for pupils learning English as an additional language so they achieve as well as they can.
- Strengthen the way the school evaluates its work to produce greater rigour in setting targets for whole-school improvement in order to raise standards.

## **10 Kippax North Junior and Infant School (November 2006)**

- 10.1 The inspection confirms the school's own evaluation that it is a good school. It provides good value for money. A very positive atmosphere, good relationships and enjoyment of learning are apparent as soon as you enter the school. Pupils are given a very wide range of opportunities for their personal and academic development. The outstanding curriculum makes very good use of recent national guidance and has established extremely purposeful links between pupils' learning in different subjects. Activities are very well planned to excite and involve pupils. For example, all pupils in Years 3 to 6 learn to play a musical instrument within a well-organised programme of music teaching. The extensive range of well-attended extra-curricular activities, including arts, sports and science, is much appreciated by pupils. The school has taken good action to promote healthy living and ensure pupils' safety.
- 10.2 Good leadership and management are steering the school towards provision and outcomes of the highest order. All staff of the school work well together and there is a strong appreciation of individuals' strengths and how all can contribute to the school's effectiveness. The headteacher has a good overview of the school. Her evaluations are accurate, although they sometimes focus more on what the school is providing than the impact on the quality of pupils' standards and achievements. She has established a purposeful approach to improvements. For example, the recent revision of the senior leadership roles, to appoint two assistant headteachers with complementary roles, has been very successful. All staff are clear of their own roles and the part they play in improving the school. This has improved leadership and management by streamlining approaches to identifying and implementing changes. This very close teamwork has shown itself extremely effectively in recent improvements in approaches to pupils' writing. Consistency of action has led to big improvements in overall standards by Year 6. These actions and improvements show that the school has good capacity to improve further.
- 10.3 Although pupils join the school with a wide range of experiences and abilities, overall attainment on entry is below average, with noticeable weaknesses in aspects of pupils' language skills. Effective provision in the Foundation Stage ensures they settle quickly. They make good progress in all aspects of their work, although their language skills continue to lag behind. The good progress continues through Years 1 to 6 and pupils develop strong basic skills that give a firm foundation for their future lives. The school's standards are normally above average overall, although results in the 2005 Year 6 national tests dropped in English. However, effective action has returned standards to the levels of past years and pupils' achievement remains good. More pupils reached the nationally expected Level 4 in all subjects. Attainment at the higher Level 5 remains relatively weaker, despite good improvements in English. There was a sharp fall in the proportion of pupils reaching the higher levels in mathematics, a subject the school normally does well in. The school is already implementing plans to improve this subject.
- 10.4 Pupils' good progress is a result of the consistently good teaching through the school. Teachers' well-established routines, effective organisation and positive approaches ensure pupils' attention is captured and the pace of learning is maintained. Effective

teaching has been aided by recent improvements in the systems for assessing pupils' achievements, particularly in mathematics and English. A more rigorous approach to setting and monitoring targets for pupils' progress is able to identify quickly where action is needed. This is particularly apparent in the effective way staff organise specific action for pupils with learning difficulties and/or disabilities, ensuring these pupils make good progress. Teachers are using assessment information more effectively in lessons to focus more closely on pupils' learning. Thus, they ensure pupils are aware of what learning is expected and they make greater use of pupils' own targets and assessments to judge the success of learning. In most lessons, teachers group pupils well to match work to the different ability levels. However, there remains room to set greater levels of challenge for the higher attaining pupils to ensure that they make the very best possible progress throughout the school.

Grade: 2

**10.5 What the school should do to improve further**

- Ensure teachers use information about pupils' attainment to set tasks that particularly challenge higher attaining pupils throughout the school.

**11 Kirkstall St Stephen's Church of England Primary School (November 2006)**

11.1 This is a good and improving school. It operates as a harmonious community where people get on well together, care for one another and learn to respect differences. Children greatly enjoy their time in school and are eager to share their experiences with others. They are tolerant and thoughtful of others' needs and very keen to offer help. However, despite the great majority of parents' support for the school, attendance levels and the punctuality of a small number of children are not good enough.

11.2 Children achieve well to reach broadly average standards by the end of Year 6, although until recently progress has been patchy through the school. Standards are also affected by the relatively high mobility levels. The youngest children make satisfactory progress in the Foundation Stage but the great majority still enter Year 1 with skills, particularly in their personal development and ability to communicate, that are below those expected for their age.

11.3 Lively teaching across the school, with very good use of information and communication technology (ICT), means that pupils are interested in learning and try hard, which helps them to make good progress. They say that work is fun. Teachers' marking is supportive but until very recently there have been no effective systems in place through which to assess the standards at which pupils are working or to monitor their progress. The school complies with requirements about assessing children's attainment on entry, but the assessments are not sufficiently secure to provide a useful basis to inform planning or establish children's progress while in the Reception class.

11.4 Staff provide good role models for children and give them good quality care, guidance and support. One boy commented that the best thing about the school is that the teachers are happy! The interesting curriculum, that is particularly strong in physical education and relevant to the children's own experiences, helps them to make sense of their learning.

11.5 The headteacher has only been permanently in post since the beginning of September. Over the past year, with no acting deputy headteacher to provide support, he has moved the school forward, basing his actions firmly on good evaluation of the current situation. He leads the school well and brings out the best in both staff and children while being

prepared to take hard decisions. The school has a very accurate view of its strengths and where it needs to improve. There has been good improvement since the last inspection. With strong governors and a deputy headteacher who in her short time in post has already made a difference, the school provides good value for money and has good capacity to improve further.

Grade: 2

**11.6 What the school should do to improve further**

- Establish secure on entry assessment procedures for the Reception class and act on the findings.
- Put to full use the newly created systems through which to assess and track children's progress.
- Work with parents to raise attendance levels and improve punctuality.

**12 Lady Elizabeth Hastings' Church of England Primary School, Thorp Arch (October 2006)**

12.1 A pupil's comment, 'If you want to learn - this is the school for you' sums up this successful school, which provides pupils with outstanding care within a strong Christian ethos. This sets pupils up exceedingly well for the future. Pupils' excellent personal development encompasses high levels of self-respect and respect for others. They know they are valued and listened to and take great joy in almost everything they do. They have a very keen sense of responsibility, for themselves and others. Parental views are overwhelmingly positive and past pupils remember this school as giving them a 'fantastic legacy' upon which to build.

12.2 The curriculum, including that in the Foundation Stage, serves the pupils well. It is exciting and in Years 3 to 6 incorporates French and German, as well as a flourishing focus on music. It carefully underpins the good quality of teaching and learning. Teaching is very successful in addressing pupils' interests and enjoyment but does not always address their different learning styles. Fun and enquiry are part and parcel of everyday learning, which is supported by regular homework linked to the day's work.

12.3 Assessments of pupils' learning are well informed and accurate: they provide a secure base for tracking pupils' progress. Slower learners are given extra support to reach their targets. The more able learners are beginning to be challenged to exceed their targets but are not always given work that allows them to do this.

12.4 Leadership and management are of good quality and teamwork is innovative.

12.5 Priorities are well founded in self-evaluation. This has helped the school to pick itself up from a dip in standards at Year 6 a few years ago and make headway, so that pupils now achieve well throughout the school. From a broadly average level on entry, with relative weaknesses in writing and numeracy, pupils attain above average standards at the end of Year 6. The advance the school is making is good; for example, pupils' behaviour and attitudes have improved dramatically since the last inspection. This sets them up well to concentrate in lessons and try their best. The school takes good account of the views of parents and pupils. It works very well with the local communities to broaden the range of opportunities for pupils. Governance is good. The governing body meets all requirements. The school's capacity to improve is good.

Grade 2

**12.6 What the school should do to improve further**

- Improve the challenge for more-able pupils so that a greater proportion of pupils attain higher levels at Year 6.
- Ensure that teaching addresses the full range of pupils' learning styles so that all are learning as effectively as they can.

### **13 Lawns Park Primary School (October 2006)**

- 13.1 This is a good school that provides good value for money. Good leadership and management have turned the school round since the last inspection and have engendered a great team spirit. Teaching is now good, as is the curriculum and these have led to average standards by the end of Year 2 rising to above average standards by Year 6 for the past three years. Achievement is good. Of equal importance is the progress children make in their personal development. Much of this is attributable to the school's determination to include and value children from all backgrounds and of all capabilities. Parents, staff and children are justifiably proud of their school and use its well-maintained grounds and building effectively to support learning.
- 13.2 Young children settle quickly, become confident and learn to work as part of a team. The accommodation for Nursery is satisfactory, but some of the resources are dated and worn. Despite this, young children achieve well because of a well thought out imaginative programme for learning through play. Good achievement continues in Reception. Children grow in confidence and mature as they move through the other classes because of the good provision for their spiritual, moral, social and cultural development. Behaviour is good and children enjoy attending school commenting, 'it's great here, you learn lots at Lawns Park' and, 'we work as a team'. Children say they feel cared for and able to express their opinions. They have a good understanding of how to keep healthy, make choices and take responsibility for their actions. Attendance, while satisfactory, is lower than last year. This is because a number of families take holidays in term time. During the inspection twelve children were absent because of family holiday. This means they miss valuable learning time.
- 13.3 Standards and achievement have improved considerably since the last inspection when they were well below the national average. Through changes of staff, good training and support, teachers are now confident and manage children's behaviour much better. This means fewer disruptions to learning and has resulted in higher standards and greater achievement. However, in some classes, on occasion, the higher attainers are not stretched quite as much as they could be. Teaching in Year 6 is of a high quality and has enabled pupils to make very good progress, which is seen in the above average standards.
- 13.4 The care, support and guidance children receive are good. Procedures for health and safety are satisfactory, with a couple of aspects needing attention. Outstanding links with other schools and health professionals make a significant difference to the well-being of pupils, especially those with learning difficulties and/or disabilities. For example, the close partnership with the Specialist Inclusive Learning Centre provides well for those with profound and complex needs, through hydrotherapy, and advice on communication for those who have little language. The partnership with parents is no longer an issue. Parents say they appreciate being involved in their child's learning.
- 13.5 Led by a visionary headteacher, the school is reaping the benefits of a restructured management team. The team know what the school does well and what needs to be done to raise the already high standards. Their careful tracking of children's progress has ensured gaps in learning have been successfully remedied. They are accurate in their assessment of the school's performance and united in their commitment to the

advanced plans to become a centre for children's services. Under their leadership, alongside staff enthusiasm, the school is well placed to continue to improve at a good rate.

Grade: 2

13.6 ***What the school should do to improve further***

- Ensure the work provided for higher attaining pupils really makes them think.
- Work with families to improve children's attendance so they do not have gaps in their learning.

**14 New Bewerley Primary School (September 2006)**

- 14.1 This satisfactory school is an improving school. It values and includes all pupils equally. Parents are glad they chose this school for their children because it cares well for its pupils and gives them growing confidence. It successfully places great importance on its work with the local community to benefit the pupils and to build a school community where individuals count.
- 14.2 Strategic planning is of good quality. The go-ahead leadership of the headteacher is a driving force in the successful establishment of this new school and in the planned move to the new accommodation. As one parent commented, the headteacher has 'successfully integrated two very different schools into a new and united school to which the children are proud to belong'. Good groundwork by the senior leadership team has done much to help set up secure systems to serve the pupils' needs and raise standards. These arrangements have yet to embed. For example, the satisfactory curriculum is still developing because the school is making sure that it meets the needs of all its pupils. Leadership is satisfactory overall because most teams, including the governing body, are still establishing themselves: the impact of their work on standards has yet to be fully realized. The school knows its own strengths and weaknesses and priorities are soundly rooted in accurate self-evaluation.
- 14.3 The frequent coming and going of pupils from other countries and other schools is managed well so that all pupils make similar progress. Pupils' achievement is satisfactory in Years 1 to 6 and closely links with the quality of teaching. In the Reception Year pupils' achievement is good because this has been a successful focus of the school's recent work. Nonetheless, standards are below average across the school. Although pupils are encouraged to 'aim high - and let the world be their oyster' there is some way to go to raise standards.
- 14.4 The help and encouragement for pupils comes in many layers and is already part and parcel of school life. Pastoral care is good. For example, many pupils attend the breakfast club which has a positive influence on their readiness to learn at the start of the school day. Guidance for learning is satisfactory. It has been a huge job for the school to build up information about the attainment of individuals. Staff make suitable use of what information there is to set targets for groups and individuals but pupils are not yet clear enough about what they need to do to get better at English and mathematics.
- 14.5 Pupils' achievements are celebrated in many ways. This reflects the positive and caring culture being established. Pupils' behaviour and attitudes are good and they are generally eager to learn. Those who attend regularly enjoy school but not all attend daily despite the staff's best efforts. As a result, the progress of this group of pupils is adversely affected.

- 14.6 The school has an open and sensitive approach to the variety of pupils' family circumstances. It has integrated its work well with day-care provision managed by other agencies. The school has demonstrated a sound capacity to improve and to continue this process: it provides satisfactory value for money.

Grade 3

14.7 ***What the school should do to improve further***

- Improve standards in English and mathematics so that they are at the national average or higher.
- Improve pupils' attendance so that it is at a similar rate to that found nationally.

**15 Potternewton Primary School (November 2006)**

- 15.1 Potternewton Primary provides a good standard of education. Pupils achieve well from standards which are well below average when they come to the school. Results in national tests are close to average by the end of Year 6, although writing skills lag behind, particularly for boys, and this makes it difficult for them to record what they are learning and what they understand. More able pupils fulfil their potential. Those who have learning difficulties and/or disabilities or speak English as an additional language also make good progress because of the very good support they receive from adults and other pupils. In particular, pupils grow in confidence, broaden their experience, develop good social skills, and learn to take responsibility within the school's caring atmosphere. The school provides good value for money.
- 15.2 Pupils are well behaved and have good attitudes to learning. They feel safe because they are well supervised and cared for in a secure site, and they develop a good understanding of safety issues, for example, those related to safe ways of playing outdoors. They enjoy themselves because the adults work very hard to meet their needs, make the learning interesting and keep the work challenging. Pupils show a good appreciation of healthy living, choosing healthy food, drinking from their water bottles and enjoying their physical education lessons, as well as opportunities to get involved in sports out of school. They make a good contribution to the community through projects such as planting bulbs with the local residents' association, and an active and effective school council which has helped to develop play facilities. They also grow into a range of important support roles as buddies, helping younger pupils to cope with eating independently, and supporting peers to settle in when they are new to the school. Their spiritual, moral, social and cultural development is good, but, despite the school's best efforts, attendance levels are below average.
- 15.3 Teaching and learning are good. Particularly effective collaboration between the adults ensures that all pupils are effectively challenged throughout their lessons. Individual teachers are developing an imaginative range of approaches to setting targets, recording pupils' progress and giving feedback so that pupils know what they have to concentrate on next. However, they have not yet identified the most effective innovations so that they can be shared across the whole team. The quality and standards in the Foundation Stage are good. Provision is very good as the adults sensitively train children to respond appropriately to different situations: building listening skills, patience when other children are getting attention and an atmosphere of support and sharing. Pupils achieve well, though the limited experiences which some children bring mean they make slower progress in communication and mathematical skills.
- 15.4 Leadership and management are good at all levels. The school has done well to



maintain a trend of improvement whilst faced with impending closure, and the headteacher's carefully developed style of collaborative leadership has created a good capacity for further improvement.

Grade: 2

15.5 ***What the school should do to improve further***

- Improve the quality of writing through the school, but particularly for boys in Key Stage 2.
- Evaluate the effectiveness of the different developing assessment practices and then share the innovative ideas that are best meeting the changing needs within the school.

**16 Pudsey Waterloo Primary School (November 2006)**

- 16.1 This is a satisfactory school with some good and rapidly improving features. The way that the headteacher, governors and senior staff have steered the school through a challenging period, associated with the formation of this new school, has been successful. The school quickly found its feet once everyone was in the same, impressive building. Leadership and management are satisfactory. There has not been time for some of the well conceived plans to bear fruit and as a result, the school offers satisfactory value for money. Nevertheless, based on what has been achieved so far, the capacity for further improvement is good. Governors, staff and children are all positive about the new school and its possibilities for the future. The school's good partnerships within the community have contributed well to the children's good personal development. This was summed up neatly by one parent who considered, when thinking about the advances that the school has made in a short time, "I find this to be an all-rounder school encouraging and developing an ethos that gives everyone opportunities for success.'
- 16.2 The very large atrium provides a welcoming space for the many whole-school learning events which take place. It is symbolic of the community and creative atmosphere that prevails in many parts of the school. The enthusiastic team of staff ensure that children enjoy their education and, as a result, attend regularly. Children want to be healthy. They love, for example, the well balanced meals provided by the kitchen staff who work well with the headteacher and governors to make lunchtime an enjoyable and social event.
- 16.3 Standards are broadly average by the end of Year 2 and above average at Year 6. These results represent satisfactory achievement for the children concerned. Achievement is good in the Foundation Stage (Nursery and Reception). This results from successful initiatives undertaken since the school began. Standards in Year 2 have yet to be influenced by the good provision in the Foundation Stage. In addition to the satisfactory progress being made in Years 1 and 2, children are forging ahead with their writing as a result of the innovations introduced into teaching. However, achievement in English and mathematics, is not yet consistent across the school, which is why achievement is satisfactory overall by the end of Year 6. The rate of progress made by children is closely linked to the satisfactory quality of the teaching which they receive. There are variations because outstanding teaching sits alongside the satisfactory and occasionally unsatisfactory. In some lessons all children receive the same work irrespective of their ability and in others higher attainers are stretched to the limit. Children's involvement in assessing their own learning and discussing their personal targets is satisfactory. It varies in quality too much from class to class for learning to be consistently good. The curriculum is influential in helping to make children's achievement in English, mathematics and science satisfactory. Enrichment through sport and music is especially effective because it has such a good effect on children's personal

development. Their effort and confidence in physical education, linked to their love of singing and playing instruments, validates the expert tuition in these subjects and the extra opportunities provided outside lessons.

- 16.4 The school knows itself well, but its systems of self-evaluation are not yet comprehensive enough to provide teachers with detailed advice about how to raise attainment and improve achievement. Teaching and learning in lessons are checked regularly and teachers receive useful advice up to a point, but not enough emphasis is given to how fast children are progressing in order to improve achievement from satisfactory to good. The senior leadership team is clear about what needs to be done and poised to pursue its plans, but ideas about what makes some teaching so successful have not yet been crystallised and disseminated well enough to have the required effect.

Grade: 3

**16.5 What the school should do to improve further**

- Share best practice in teaching to ensure that all lessons provide good levels of challenge.
- Develop the systems of self-evaluation relating to teaching and children's learning further to ensure that all children achieve well, particularly the higher attainers.
- Ensure that all children are involved in assessing their own learning to improve standards in English and mathematics.

**17 Scholes (Elmet) Primary School (September 2006)**

- 17.1 This is an outstanding school. Standards are well above average in mathematics, science and reading by the end of Year 6 and above average in writing. The school is successfully tackling a relative weakness in boys' writing through adapting the way boys are taught so that their different learning styles are fully catered for. The result is that boys are now switched on to writing and make good progress.

- 17.2 Pupils achieve well throughout their time in school because teaching is good. Children make exceptionally good progress in the Nursery and Reception classes. They quickly become independent and purposeful learners because of outstanding provision in the Foundation Stage. Similarly, in Years 5 and 6, pupils put on an extra spurt in response to outstanding teaching which develops their individual skills to a high standard. Pupils follow an interesting and enjoyable curriculum which prepares them well for their future lives. The school takes exceptionally good care of its pupils. Provision for learners who have difficulties is outstanding and most achieve nationally expected standards as a result. Behaviour is good, and the recent building works have been a good test of the effectiveness of the school's systems. There has been minimal disruption to learning. Attendance is above average because pupils love coming to school. They are fully included in making decisions that affect them, and the school council plays an active part in school life. Throughout the school pupils are used to being listened to and so they have the confidence to voice their opinions. They say that the staff are, 'kind, welcoming people and when you get to Year 6 you are treated like adults.' Provision for pupils' personal development, therefore, is outstanding.

- 17.3 The school is a happy, successful learning environment because leadership and management are outstanding. Leadership is exceptionally strong, drawing on the strengths of an experienced staff but with the humility to try out new ideas. This ensures continuous improvement. There are very good systems in place to enable all staff to play a full part in helping to manage the school. Great attention is paid to small details, and

the monitoring and evaluation of the school's work are extremely thorough. Simplifying the assessment systems, however, would help the school to have a clear and instant overview of the progress of different groups of pupils from year to year. Financial management is very good. The school gives outstanding value for money. It is no wonder that pupils say, 'The school is full of loads of happy children.'

Grade: 1

17.4 ***What the school should do to improve further***

- Simplify assessment systems so as to give a clear overview of the progress of different groups of pupils as they move through the school.

**18 St Mary's Church of England Controlled Primary School Boston Spa (September 2006)**

18.1 This is a good school. It gives good value for money because the pupils achieve well and reach standards in English, mathematics and science which are well above the national average when they leave the school at the end of Key Stage 2.

18.2 Its strongly Christian ethos is based firmly upon giving help and consideration to others and this creates an atmosphere of togetherness. Behaviour around the school is excellent. This is regularly demonstrated as older pupils willingly take responsibility for ensuring that younger pupils are well looked after and fairly treated in and around the school at playtimes and at lunchtime. The children's behaviour is good inside the classroom because their enthusiasm to answer questions sometimes overrides their politeness and patience. Their personal development, including their spiritual, moral, social and cultural development, is good. Children speak enthusiastically and with a clear sense of wonder at their involvement in the hand rearing of a baby lamb, of their discovery of fossil remains on the North Yorkshire coast and of their exchange with pupils from an inner city multi-ethnic primary school. Links with outside agencies and other schools are good. These help the pupils to gain perspectives on the world beyond their immediate environment and give them additional access to specialist teaching for physical education and music.

18.3 Teaching and learning are good. Knowledgeable and dedicated teachers plan their work well to ensure that the learning needs of all pupils are met. This ensures that no pupils underachieve. All classes in Key Stages 1 and 2 are shared between pairs of teachers who work part time. This creates inconsistencies in the quality of marking and pupils do not always know with enough clarity what they need to do to improve.

18.4 Teaching and learning in the Foundation Stage are of high quality and prepare pupils well for transfer into Key Stage 1. A good curriculum ensures that pupils can always find something to interest them. The day to day work of the school is significantly strengthened by residential visits, trips to museums and sites of geographical and historical relevance. In addition, pupils compete to gain entry to the school choir which has a significant local reputation. The school collects reliable information on the levels at which pupils are working.

18.5 Among other strengths of the school are the very high levels of care, support and guidance that children receive from staff. These are very important features in ensuring that all pupils, including some newly arrived in this country, make good progress. Though the headteacher is relatively new leadership and management of the school are good. She is ably supported by middle managers who were prepared, as one governor said, to, 'step up to the plate', when the school experienced significant staffing issues and changes in leadership in recent times. The small size of the school means that

leaders and managers have not had sufficient time in their working day to establish a process for checking directly on how effectively pupils are learning in all lessons, though this is done indirectly through well established tracking procedures. Though monitoring by the headteacher has begun recently, it is not yet systematic. Other methods of evaluation are used, but self-evaluation is only satisfactory at present. The school is in a good position to move forward because leadership, middle management and governance are effective and knowledgeable.

Grade: 2

18.6 ***What the school should do to improve further***

- Ensure that leaders and managers check directly on how well teaching is helping pupils to learn.
- Mark work helpfully and consistently so that pupils know better what they have to do to improve.

**19 Strawberry Fields Primary School (November 2006)**

19.1 Strawberry Fields is a satisfactory and improving school, with a range of good features. The headteacher's good leadership has steered the school well through its establishment and has ensured that it functions efficiently in its new surroundings. The priorities to ensure the good quality of care, support and nurturing necessary for pupils to feel settled and happy in their new school have been well met. Pupils demonstrate immense pride in their building and appreciate the fantastic facilities they have. This contributes to their positive personal development. Their attendance, behaviour, relationships and attitudes to learning are all good. With this accomplished, attention is now focusing more on academic matters, specifically on raising standards and improving achievement.

19.2 Pupils' achievement is satisfactory. They enter the Nursery with standards broadly in line with expectations. The good provision in the Foundation Stage results in children getting off to a flying start and making good progress. Most meet the goals expected of them and many exceed them by the time they enter Year 1. Standards at the end of both Key Stages 1 and 2 are broadly average overall, although they are below average in mathematics at the end of Key Stage 2. A recent focus on improving writing has been successful. Although pupils achieve satisfactorily overall, more able pupils do not always reach the standards of which they are capable and achievement in mathematics is weaker. There is evidence that the rate at which pupils progress, particularly older pupils, is increasing.

19.3 The quality of teaching and learning is satisfactory. There is much that is good and it is generally strongest for the youngest and oldest pupils. However, the quality of teaching is not consistent across the school. For example, the work teachers set for pupils does not always take enough account of their different needs. This is especially evident in mathematics and for the more able pupils. The information that pupils receive on how to improve their work varies too much in quality. The curriculum is satisfactory, with good attention given to promoting personal development and enjoyment.

19.4 Leadership, management and governance are satisfactory overall. The headteacher is very effective and receives good support from the senior team, but the role of middle leaders is only just beginning to be developed. The school is well aware of its strengths and of the areas requiring development. For example, action already taken to improve writing has had a positive impact. Other developments, such as the introduction of a comprehensive system to track pupils' progress, indicate that there are appropriate priorities for improving pupils' achievement. There is a clear, shared vision about how

good this school could be, a commitment to ensuring this and good capacity for working towards it.

Grade: 3

19.5 ***What the school should do to improve further***

- Raise standards and improve achievement across the school, especially in mathematics and for more able pupils.
- Improve the quality of teaching to make it more consistently good across the school.
- Ensure that teachers better use the information they have about individual pupils' progress when setting work for them and when advising them on how to improve.
- Ensure that subject leaders play a full part in checking the effectiveness of their subjects and in taking action to improve achievement.

20 **Weetwood Primary School (November 2006)**

20.1 This is a good school with outstanding features. It has successfully negotiated a difficult period involving budget problems and disruption to staffing. The leadership team has worked well together to raise standards, which, by the end of Year 6, are exceptionally high. Pupils' personal development and well-being are outstanding. Pupils have excellent attitudes to school, understand the importance of doing well and enjoy learning. The school works very effectively to give pupils many opportunities to develop as fully rounded individuals. Its capacity for further improvement is good.

20.2 Children enter the school with skills and knowledge in all areas that are better than expected for their age. Children make a good start in Nursery and their attainment at the end of Reception is above national expectations. The disruption to staffing in school was felt most keenly in Years 1 and 2 and as a result, from 2003 to 2005, pupils' attainment fell. However, the school addressed this with determination and in 2006 standards improved in the Year 2 teacher assessments. Over the same period, as teaching improved, standards in Year 6 have risen. Pupils' attainment in English, mathematics and science at the end of Year 6 is exceptionally high. Given their above average starting points, pupils make good progress and their achievement is good.

20.3 The quality of teaching and learning is good. Teachers have good subject knowledge and plan lessons thoroughly. Strategies to involve pupils more in their own learning, including the linking of marking to learning objectives and involving pupils in assessing their own work, have been introduced. These are starting to have an impact on learning, but are not yet consistently implemented. The school provides a rich and varied curriculum which meets the needs of all pupils well. There is an excellent range of enrichment activities, including visitors to school and offsite visits. There is a good range of extra-curricular activities, which involve a high proportion of pupils. These broaden pupils' experiences and contribute very well to their academic and personal development. The school is very committed to the welfare of its pupils. As a result of recent improvements in the analysis of pupils' learning, the school has a clearer picture of the standards pupils attain. However, these systems do not provide as clear a picture of pupils' progress, and targets are not yet challenging enough to make pupils' progress outstanding rather than good.

20.4 The quality of leadership and management is good. The new headteacher is quickly gaining the confidence of all members of the school community. Governors have an excellent understanding of the school's strengths and areas for development. The school's checks on the quality of teaching and learning are satisfactory, but greater rigour is needed in following up any areas for improvement identified.

Grade: 2

**20.5 What the school should do to improve further**

- Ensure that strategies to involve pupils more in their own learning are consistently used throughout school.
- Improve the systems for recording and analysing teachers' assessments of pupils' work so that the information gained can be used more effectively to accelerate pupils' progress.
- Improve checks on teaching and learning to further raise quality.

**21 Westerton Primary School (November 2006)**

21.1 Westerton Primary is a very happy, welcoming and caring school. Since the previous inspection it has continued to provide the highest quality of education. This is remarkable, given the disruption caused by upgrading the premises, which now provide a much better environment for pupils to learn. Parents and pupils think very highly of their school. As one parent commented, 'The school tries very hard to give every child a good, balanced and full education.' This sums up well the united approach to ensuring that girls and boys of all capabilities benefit as fully as possible from their time at school.

21.2 The headteacher gives an outstanding lead to staff and governors. They respond by working very hard together as a team to most successfully meet the pupils' varying needs. This is a school that continually challenges itself to do even better and reaches out well beyond the school to achieve its goals. Staff and governors are not satisfied with high standards because they want even more success for the pupils. As a result of outstanding teaching and learning, all pupils achieve as well as they can and standards are well above average from the Foundation Stage (Nursery and Reception classes), through to Year 6. This means that pupils leave the school exceptionally well prepared for their next stage of education and their future economic prospects are very good indeed.

21.3 It is a mark of the success of the school in raising achievement that the proportion of pupils reaching levels higher than expected for their age in the 2006 Year 6 national tests increased, considerably so in English. Pupils do not do as well in writing as in the other areas of their work however, particularly lower attaining boys. Nevertheless, the school has already pinpointed this and there are clear signs of improvement. Teachers encourage pupils to enjoy writing, for example, by giving them interesting and exciting things to talk and write about. Although they reward pupils' efforts, especially through consistently high quality marking of their work, they do not provide enough opportunities for celebrating and sharing pupils' writing as a day-to-day pleasure.

21.4 A major reason for very high academic standards is pupils' outstanding personal development and well-being. Enjoying learning, doing well, keeping safe and healthy and playing an active part in the community all have high priority in the management of the school and in the curriculum. Consequently, pupils know how to behave and understand why they should get along well together, both in and out of school.

21.5 The school's outstanding track record is a strong marker of its likely success in the future. Staff want to extend the excellent work already undertaken in some subjects in tracking and checking standards. They, rightly, want to be clearer about pupils' achievements in subjects other than English, mathematics and science, in order to ensure the highest possible standard of work.

## **Grade: 1**

### **21.6 *What the school should do to improve further***

- Provide more opportunities for celebrating and sharing pupils' writing as a day-to-day pleasure.
- Gain a clearer view of strengths and weaknesses in achievement and standards in subjects other than English, mathematics and science.

## **22 Westroyd Infant School and Nursery (October 2006)**

- 22.1 Every child matters in Westroyd Infant and Nursery School. It is effective in all aspects of its work and is outstanding in some. It provides good value for money. When children start school in the Nursery, their attainment is typical of three-year-old children. Quality and standards in the Foundation Stage are good. There is effective liaison between the Nursery and Reception classes that ensures a smooth transition for children. As a result, they make good progress. By the time pupils leave school in Year 2 standards are above average in reading, writing, mathematics and science. Good achievement is maintained because pupils enjoy learning. As they said, 'we really like it when we do maths, because we get to learn more', and, 'I like word games'. These comments are an excellent reflection of the introduction of new teaching approaches to encourage the pupils' involvement in assessing their learning and the increased priority to improving basic literacy and numeracy skills.
- 22.2 Personal development and well-being are outstanding. Health and safety are given a high priority. This is well illustrated in the exceptional understanding shown by pupils about the benefits of drinking water regularly and keeping fit. Behaviour is excellent and pupils have positive attitudes to learning. The impact of the high quality arrangements to care, guide and support pupils are outstanding. Procedures to safeguard pupils are robust and meet government requirements.
- 22.3 The quality of teaching and learning is good. Pupils have good relationships with their teachers and with support staff. Pupils with learning difficulties and/or disabilities make very good progress and achieve very well. More able pupils have not always achieved as well as others. This is not the case now: they achieve well because of the impact of improvements to teaching. This includes detailed lesson planning that takes good account of the individual needs of pupils and probing questioning which involves all pupils. Teachers make learning fun. The curriculum is effectively enriched by a range of visits and visitors. The use of the national literacy and numeracy strategies has been particularly effective and has contributed well to pupils' learning being built on year by year and in the guidance given to pupils on what they are expected to learn. Improvements to assessment mean that pupils are encouraged to be involved in assessing learning with a partner or in whole class discussions.
- 22.4 High expectations and a thorough analysis of pupils' progress over time and in the national tests are exceptional features of the headteacher's and deputy headteacher's leadership. They have an unrelenting quest to provide the very best for the pupils. Leadership and management are good overall. The school's self-evaluation is modest in some respects but effective in practice, and results in key priorities that are tackled quickly and opportunities for training in new practices to improve pupils' learning. For example, in improved ways of ensuring pupils know their letters and letter sounds. This is having a good impact on progress for all pupils. Actions to share some of the leadership and management responsibilities with all staff are in place. This is less effective in mathematics because there is too little attention to checking the quality of teaching and learning or providing support to less experienced colleagues.

Improvements since the last inspection have been good. The school has an outstanding capacity to improve, as a result of the dynamic leadership of the headteacher that has led to rapid improvements in pupils' understanding of how well they achieve, and the consistent use of learning objectives and success criteria in lessons.

Grade: 2

22.5 ***What the school should do to improve further***

- Improve the rigour with which the quality of mathematics provision is reviewed and evaluated to ensure that recent improvements in standards are sustained.

**23 Westwood Primary School (October 2006)**

23.1 This is a good school with a number of outstanding features. The inspection findings match the views of the school, the parents and the pupils. Parents are, rightly, very pleased with the quality of education provided for their children and the way in which they are prepared for their future schooling. The school's self analysis is honest and accurate and appropriately emphasises the 'Westwood Way'. This is reflected in the outstanding behaviour and attitude of the pupils and their exceptional enjoyment of school. Older pupils happily undertake responsibilities, such as looking after the younger children, and pupils make their voices heard, through the School Council, so that their views and ideas can shape the life of the school.

23.2 The school's major strengths are in providing outstanding care and support for pupils, both on a personal level and through rigorous monitoring and effective support of their academic progress. The inclusion of all learners is central to the vision of the school.

23.3 Pupils told inspectors that there was no bullying in the school, but if it happened, they were fully confident that it would be dealt with swiftly and well. This is supported by parents' very positive views about how happy their children are at school and how well their children are looked after. Parents equally praise the way in which this caring aspect is augmented by academic progress. As one parent wrote: 'My children look forward to coming to school every day. They always tell me what they have been learning and how they enjoyed the activities of the day.'

23.4 The school prepares pupils well for their future lives. When children first arrive at the school they come with skills and knowledge which are well below average. Good teaching in the Foundation Stage ensures that pupils settle well and that they quickly learn to adopt the good practices which lead to learning with enjoyment. Good teaching continues throughout the school because very good assessment systems provide staff with a clear indication of how well pupils are progressing. All lessons are well planned and well prepared and teachers use good methods to help pupils understand what they are learning and what is expected of them. The 2006 Year 6 test results show that by the time they leave school they have acquired levels in English and science which are broadly average. Although their attainment in mathematics is still below average this reflects good progress overall. All groups of pupils make good progress over time. Although the school takes many effective actions to promote attendance a small minority of pupils are absent too often and this restricts their progress.

23.5 The school's strengths have been refined and built on over the last few years by the current headteacher, who is providing the school with good, strong and purposeful leadership. Changes brought about under her leadership have had a clear and positive impact on provision and standards, particularly in English. The school has recently embarked on similar improvements for mathematics, but this is yet to impact fully on overall attainment in this subject. The senior management team and all the staff at the



school are fully committed to the headteacher's vision of raising standards and they work together well to accomplish this. This strong teamwork has been demonstrated most recently in the preparations undertaken to ensure the continued smooth running of the school during the impending temporary absence of the headteacher and deputy headteacher. In this way the school clearly shows its good capacity to improve even further in the future.

Grade: 2

23.6 ***What the school should do to improve further***

- Raise the standards of attainment in mathematics throughout the school.
- Take further action to improve levels of attendance.

24 **White Laith Primary School (October 2006)**

24.1 This is now a good school which is well placed to make even greater gains under the very effective leadership of the acting headteacher. It has made rapid strides in all the key areas of its work and is demonstrating a very clear capacity to sustain and continue its improvement. The acting headteacher and previous headteacher together set out a detailed plan to: raise standards, particularly in the core subjects of English, mathematics, science and information and communication technology (ICT); revitalise the curriculum; improve the way pupils' progress was measured; and revise the quality of teaching. Although some of the actions, such as the monitoring of pupils' progress, are in the early stages of being implemented, others are already having a positive impact, especially in helping teachers plan work, raising morale, and enlivening and enriching the pupils' experiences.

24.2 Standards throughout all the key stages have risen and are now at their best levels for four years and are generally at or very near national levels. The most effective progress has been made in English, mathematics, science and ICT, which have been the focus of the staff's attention. However, it has not always been so; one of the reasons the school was placed in special measures was its poor standards, caused mainly by a cocktail of indifferent teaching, weak assessment procedures and a curriculum that lacked appropriate challenge. All of that has changed rapidly and it would be difficult now to spot the traces of special measures. However, standards in the foundation subjects are less buoyant. To address this, there is a major initiative to overhaul the curriculum using a variety of topics and themes, which make imaginative use of local resources and some further afield, which is beginning to bear fruit.

24.3 Staff changes have enabled the acting headteacher to reorganise the responsibilities of the staff team. It makes a major contribution to the school's effectiveness and each staff member knows and discharges their responsibilities efficiently. They understand how their contribution fits into the broader picture, and they work in unison with others. The link between consistency and effectiveness is amply demonstrated at White Laith.

24.4 The current acting headteacher can take much credit for the present 'upbeat' state of affairs. She is clear in her vision for the school, but is firmly rooted in all the managerial and practical elements which are enabling everyone to make their mark. She is very ably supported by the governing body, and in particular the chair of governors, who discharges his responsibilities with great energy and skill.

Grade: 2

24.5 ***What the school should do to improve further***

- Raise standards in the foundation subjects.

- Establish more fully the monitoring of pupils' progress.
- Develop the pupils' understanding of cultural diversity.