

<b>SUBJECT: ANNEX 2: OFSTED INSPECTION SUMMARIES</b>
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**1.0 Adel St John the Baptist Church of England Primary School (June 2011)**

**1.1 Grade: 2**

Adel St John the Baptist is a good school. Strong leadership and management have resulted in significant improvements being made since the previous inspection. Many aspects of the school's work are outstanding. Care, guidance and support for pupils are of the highest quality. A good curriculum enables pupils to develop many outstanding personal qualities and grow into confident, caring young people. It is these qualities, alongside good achievement and high attendance that ensure excellent future economic well-being, despite the minor areas for improvement in writing. The promotion of pupils' spiritual, moral, social and cultural development is outstanding. Pupils' behaviour is exemplary and they have an excellent knowledge of how to keep safe. Pupils enjoy school, 'I like coming because it's fun,' is typical of pupils' comments. Pupils make an outstanding contribution to both the school and local community. This is a highly inclusive school with all pupils being fully included in school life. One parent described the school as one, 'where every child is treated with respect and as an individual.' Extremely strong partnerships with external agencies provide high quality support for potentially vulnerable pupils. Equally strong links with the church and local schools have supported the improvements in the curriculum and promote community cohesion well. Links with a school in India, charity work and events, such as International Week, provide pupils with a deeper understanding of the wide range of beliefs and cultures found beyond Great Britain.

1.2 Children get off to a good start in Reception and achieve well as they move through the school. Attainment at the end of Year 6 is above average and improving strongly. All pupils, irrespective of their starting points or abilities, make good progress. Regular assessments are carefully moderated to ensure their reliability. These inform the tracking system so progress is closely monitored. Whilst attainment in writing is above national averages, progress in this area is not as rapid as that in reading or mathematics. In a small number of classes writing tasks lack challenge, particularly for the more-able pupils and there are missed opportunities for writing in other subjects. Teaching overall is good with some outstanding practice seen. Work is marked regularly and provides pupils with useful feedback. Occasionally, pupils are not given sufficiently detailed guidance as how to make even greater improvements in their writing.

1.3 The school has a very accurate view of its strengths and weaknesses and is very effective at securing improvement. The driving force behind the school's success is the highly motivated senior leadership team that has inspired all members of staff to strive to improve provision. The governing body is equally committed and oversees safeguarding procedures well. All share a strong sense of purpose and work together very effectively. This pursuit of excellence accounts for the improvements since the last inspection and why the school has a good capacity to sustain improvement.

**1.4 What does the school need to do to improve further?**

- Accelerate progress and raise attainment in writing by:
  - ensuring writing tasks challenge all pupils, particularly the more-able
  - increasing opportunities for developing writing skills in other areas of the curriculum
  - making sure pupils fully understand what they need to do to improve their writing.

**2.0 Allerton Bywater Primary School (July 2011)**

**2.1 Grade: 2**

Allerton Bywater Primary School is a good school. It has a number of outstanding features. Pupils are happy to come to school and display positive attitudes towards their work. Their behaviour is exemplary and attendance is above average. Very strong relationships exist with parents and carers. Similarly, partnerships with other groups and external agencies are very secure and play an extremely effective part in promoting pupils' learning and well-being. These areas impact upon the excellent care, guidance and support that all pupils receive during their time in school. Pupils have confidence in adults to help them resolve any difficulties they may have. Parents and carers are extremely supportive of the school as is typified in the comment, 'my child has gained the skills to become a strong, independent young person with the help and support of her teachers and others who support her education.'

**2.2** Safeguarding arrangements are good and pupils have a good understanding of what constitutes a safe and unsafe situation. They are also well aware of the benefits of physical exercise and a healthy diet. Pupils are willing to take on responsibilities and contribute effectively to everyday school life. Their community involvement extends beyond school into the wider area where they have become involved in charitable work. Pupils' experiences of different cultures and beliefs are well promoted through a good curriculum which takes advantage of pupils' natural curiosity of the world in which they live. Visits and visitors provide first-hand experiences which contribute much to pupils' good social, moral, spiritual and cultural development as well as good community cohesion.

**2.3** Pupils make good progress throughout their time in school. Attainment in English and mathematics at the end of Year 6 is average but showing signs of improvement. Regular assessments are analysed and, by means of the school's own tracking system, gaps in learning are identified and successfully addressed. This is having a positive impact upon the levels of progress being made across the school. Good quality, appropriately targeted intervention strategies enable pupils with special educational needs and/or disabilities to make similar levels of progress as their peers. Teaching is consistently good across the school though restricted by limited opportunities for the use of information and communication technology (ICT). Marking is frequent though sometimes does not give pupils sufficient 'next-steps' guidance as to how work can be improved.

**2.4** The headteacher is supported well by senior leaders and staff. Changes in the senior leadership team since the previous inspection have been well managed without the loss of impetus. The governing body is committed to school improvement and carries out its responsibilities well. Good use is made of accurate self-evaluation to highlight areas for development. The impact of this is clearly seen in improvements since the previous inspection, indicating good capacity for sustained improvement.

**2.5 What does the school need to do to improve further?**

Improve the curriculum further by:

- implementing plans to increase the range of new technologies available to pupils
- providing more opportunities for pupils to develop their skills in ICT
- extending the use of ICT to support learning across the curriculum.

Ensure marking consistently makes pupils aware of the next steps in their learning.

**3.0 Asquith Primary School (May 2011)**

**3.1 Grade: 2**

This is a good school. Children get off to an excellent start in the Early Years Foundation Stage and make good progress through the rest of the school. The quality of teaching and learning is good and pupils' personal qualities are promoted well through the enriched curriculum. The headteacher has established a clear vision for improvement. She is well supported by motivated and reflective senior staff and a good governing body. There are largely robust monitoring and evaluation procedures and the school's self-evaluation is accurate. As a result the school's capacity for sustained improvement is good. However, the full use of assessment data to identify all the strengths in pupils' learning and to clarify the progress of different groups of pupils is not yet fully embedded. Parents and carers are very proud of the school and feel their children are safe and well cared for. 'I am really impressed with both the teaching and pastoral care at Asquith. The headteacher is brilliant and all the staff are friendly and helpful' is typical of their views.

**3.2** Overall, children start school with skills which are below those typically expected for their age. By the time they leave Year 6 attainment is average. Pupils of all abilities make good progress and are generally well prepared for the next stage of education. Very occasionally, pupils are not as independent in their learning as they could be and this limits the speed of their progress. Pupils are well behaved and their attendance is above average. They show a good commitment to living a healthy lifestyle and participate in many physical activities. They contribute well to school and community life through the school council and a wide range of fundraising activities.

**3.3** A third of lessons observed were outstanding. Teachers make good use of information and communication technology to motivate pupils. Lessons are often brisk and challenging. Occasionally, teachers miss opportunities to involve pupils fully in assessing and improving their work. Marking is good overall but sometimes does not provide pupils with guidance on how to improve, especially in written work. The curriculum is well planned to make learning relevant and exciting. A wide range of visits and visitors contribute well to pupils' experiences of art, music and modern languages. Pupils' welfare is central to all the school's work and safeguarding is good. There are effective procedures to identify and support vulnerable pupils and their families which contribute well to the good care, guidance and support the school provides.

**3.4 What does the school need to do to improve further?**

- Accelerate the rate of pupils' progress even further by:
  - providing pupils with more opportunities to be independent in thinking things through, finding out information for themselves and in assessing how well they are doing
  - using marking and feedback more effectively to improve pupils' basic skills, especially their written work.

- Ensure senior leaders make full use of assessment data to focus on and identify clearly the progress of different groups of pupils.

#### **4.0 Austhorpe Primary School (March 2011)**

##### **4.1 Grade: 2**

Austhorpe is a good and improving school and provides good value for money. This is testament to the concerted and collective efforts of leaders, managers, and all staff who have transformed the fortunes of the school over time. When Austhorpe was previously inspected it was a school causing concern but emerged from special measures and achieved a satisfactory rating. The school did not rest on its laurels and has worked successfully to further improve the quality of education it provides. The journey to this point has not been smooth and a number of challenges still lie ahead, but the school is well-equipped to address the remaining inconsistencies.

4.2 Pupils, parents, carers and staff are rightly proud of this much improved school, which places equal value on pupils' personal development and well-being as it does on their academic progress. This holistic approach enables most pupils to flourish academically, socially and emotionally. Staff facilitate a good climate for learning and pupils respond well to the good teaching they receive. As a result, the vast majority make good progress from broadly average starting points on entry to the school and their attainment is high. However, although good overall, some inconsistencies remain in the quality of teaching. Pupils with special educational needs and/or disabilities, the extremely small number of pupils known to be eligible for free school meals, and lower attaining pupils make satisfactory rather than good progress. Also, some errors in the school's assessment practice have affected the accuracy of data on pupils' progress in each Key Stage. These errors have recently been acknowledged and more reliable procedures introduced.

4.3 Pupils appreciate the wider range of opportunities they now receive through the good curriculum which is well matched to their needs and interests. Pupils and their parents and carers are also grateful for the good care, guidance and support the school provides. The school offers a secure, caring and welcoming environment which pupils appreciate. Staff encourage self-reliance and leadership, and help pupils to build key social and life skills. As a result, their personal development is good. Attendance is high and has been over time.

4.4 Accurate self-evaluation, coherent action-planning and systematic implementation of improvement strategies have enabled the school to tackle issues identified at the previous inspection. The school's strong track record, effective leadership, and current performance indicators reveal a good capacity for sustained improvement. Members of the governing body use their substantial educational and financial expertise and experiences to effectively support and challenge the school to improve. Most parents and carers are very happy with the work of the school. Of the very small minority that were not, inspectors found no evidence to support their views.

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

- Ensure assessment procedures throughout the school are consistently rigorous, reliable and secure by:
  - embedding systematic and routine monitoring, evaluation and moderation of teacher assessments in the Early Years Foundation Stage and Key Stage 1 to quality assure their accuracy
  - making certain responsible staff take full account of national guidance and

codes of practice in deciding whether pupils have special educational needs and/or disabilities and regularly review their decisions.

- Ensure all groups of pupils make the same good progress by:
  - accelerating the learning and progress of pupils with special educational needs and/or disabilities, those known to be eligible for free school meals, and lower-attaining pupils in Key Stage 2
  - increasing the proportions of pupils who reach the highest levels at Key Stage 1 and children who reach expectations in all of the areas of learning in the Early Years Foundation Stage.
- Ensure the remaining inconsistencies in teaching are eradicated by:
  - ensuring learning activities and challenges are always tailored to pupils' specific needs and focus sharply on promoting learning, developing understanding and extending pupils' skills
  - sharing and embedding the most effective practice more widely.

## **5.0 Bankside Primary School (March 2011)**

### **5.1 Grade: 2**

Bankside Primary is a good school which is very popular with parents and meets the needs of its pupils well. Good leadership has ensured that outstanding partnerships with other schools and outside agencies and excellent links with parents has had a positive impact on pupils' learning and well-being. This is reflected in the very positive views of parents who returned their questionnaires. For example, one parent wrote: 'I am very impressed with how all the staff have made my children feel welcome and special. I feel that the school's leaders and other staff are committed to ensuring that each individual child reaches their full potential.' This is most apparent in the warm welcoming ethos in the school, with staff and parents working most effectively together for the benefit of all pupils.

### **5.2**

Pupils' achievement is good and standards are rising steadily. Children get off to a very good start on admission to the Nursery and make good progress, from their very low starting points, throughout the Early Years Foundation Stage. Progress is particularly good in communication, language and literacy and personal social and emotional development, as a result of outstanding provision and outstanding leadership. Pupils make good progress in reaching broadly average standards in English and mathematics in Year 6 from very low starting points on admission to school. They make good progress in their learning as a result of good teaching and an effective curriculum. Teachers nearly always ensure that work is matched precisely to pupils' learning needs, that lessons are lively and that good use is made of time and resources. In a small number of lessons, where teaching is satisfactory rather than good, this is not always the case. Pupils with special educational needs and those who speak English as an additional language make equally good progress because good support is provided for them. Assessment is nearly always used very effectively in matching tasks to pupils' needs. As a result, nearly all higher-attaining pupils and those with special educational needs make good progress in their learning. However, on a few occasions work is not always challenging enough. Good care, guidance and support, particularly for those pupils whose circumstances make them most vulnerable, ensure that pupils stay safe, that their behaviour is good and that everything possible is done to promote and improve broadly average attendance.

### **5.3**

The strong and purposeful leadership of the headteacher has ensured that transport arrangements for pupils between the two sites runs very smoothly, that safeguarding is rigorous and that disruption to learning as a result of building works is minimised. The governing body is very supportive of the school. While it ensures

statutory requirements are met the governors are at a much earlier stage of developing their strategic roles further for checking the school's work. Good leadership by staff at all levels has ensured the school continues to improve. Self-evaluation is accurate and based securely on the analysis of pupils' learning and progress as seen in lessons and in their books. As a result, the school has a good capacity for further improvement.

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

- Raise pupils' achievement and develop consistently good teaching by:
  - ensuring that assessment is used consistently to plan tasks to extend the learning of more-able pupils
  - making good use of lesson time and resources so that lessons are brisk, lively and motivating for pupils
  - deploying teaching assistants effectively in all lessons to support teaching and learning.
- Increase the effectiveness of the governing body by:
  - implementing the plans for governors to link up with year group leaders and jointly review the impact of provision on pupils' achievement in order to influence school development.

### 6.0 **Bramhope Primary School (December 2011)**

#### 6.1 **Grade: 1**

This is an outstanding school. Pupils grow into mature, confident and well balanced young citizens extremely well prepared for their next stage of life. Parents and carers, with whom the school has exceptional levels of engagement, value it very highly. Excellent provision in the Early Years Foundation Stage sets children up extremely well for school life. Across the school, excellent teaching, an outstanding curriculum and high quality care, guidance and support lead to excellent progress for all pupils, including those with special educational needs and/or disabilities. As a consequence, attainment in English and mathematics at the end of Year 6 is consistently high. In addition, pupils develop advanced skills in information and communication technology (ICT) and many excel in aspects of music and sport.

6.2 Outstanding spiritual, moral, social and cultural development contributes to excellent relationships and exemplary behaviour. Whether it is participating in Shakespeare's plays, being advocates for the environment or competing in athletics events, pupils cannot get enough of school. Consistently high attendance reflects the pupils' enthusiasm. One uttered, 'I love lessons, they are fun and the teachers are great, even though we have to work hard!' Remarkable attitudes are evident; it is not enough for pupils to learn facts, which they do very well, they thrive on discovering and finding out for themselves. Pupils' deep understanding of the importance of healthy lifestyles, both in terms of physical development and emotional well-being, reflects excellent provision within the school. First aid courses, such as 'Heart-Start', and the attention given to raising awareness of the risks of the internet contribute to the pupils' excellent understanding of safety. Most pupils have a strong sense of responsibility for others and make an excellent contribution to the school and the local community.

6.3 Outstanding leadership by the headteacher, who expects the best from pupils and staff, underpins the school's success. Everyone matters and the high priority given to inclusion means that racism and incidents of aggression are extremely rare. Partnerships with others, for example, the local network of schools, have an excellent impact on pupils' education. First-rate management systems, involving a talented team of leaders and an excellent governing body, identify areas that can

be improved even further, such as the need to sharpen the evaluation of the pupils' understanding of diversity in modern society. The combination of accurate self-evaluation, successful actions to rectify weaknesses and consistently high outcomes indicates an outstanding capacity for the school to sustain improvement. It is no surprise that one parent/carer commented that the school, 'provides a first-class education, has a particularly friendly atmosphere and is a well-run school'.

**6.4 What does the school need to do to improve further?**

□ Strengthen the quality of provision for community cohesion by establishing more effective procedures for monitoring the impact of its strategies for promoting community cohesion on the pupils' attitudes.

**7.0 Bramley Primary School (March 2011)**

**7.1 Grade: 3**

Bramley Primary is a satisfactory school. It is a happy and inclusive school where pupils develop strong personal qualities due to the good care and guidance shown by all adults. All staff know individual children and their families very well and, as a consequence, pupils attend regularly, enjoy coming to school and say that it is a safe environment in which to learn. Their good behaviour makes a significant contribution to the friendly school environment. Their spiritual, moral, social and cultural development is also good. Many are confident in talking about the factors affecting their health and well-being and take full advantage of the range of experiences on offer. Parents and carers are highly supportive and confirm how much they feel welcomed in school.

**7.2** Pupils enter the Early Years Foundation Stage with skills that are usually below expectations, and sometimes well below in writing. They get off to a good start, reaching broadly average attainment by the time they begin Year 1, except in writing. Across Key Stage 1 and Key Stage 2, pupils make satisfactory progress overall, reaching average attainment in mathematics and science. Attainment in English is weakened because pupils' writing skills remain underdeveloped.

**7.3** Teaching and learning are satisfactory overall and sometimes good. A large number of changes in staffing since the last inspection have resulted in inconsistencies in the overall impact of teaching on pupils' learning. Some teachers do not take advantage of the positive attitudes that pupils show in lessons, tending to talk for too long, and missing opportunities for pupils to deepen their understanding by enabling them to work together. The curriculum is increasingly well matched to learners' needs. Provision for music and sport is a strength, as is the provision of a wide range of extra-curricular experiences. Nonetheless, there is scope for further reinforcement of pupils' basic literacy and numeracy skills across the curriculum.

**7.4** The headteacher ensures procedures are in place to evaluate the school's performance. However, not all are as rigorously implemented as they should be, resulting in a somewhat over-generous view of aspects of the school's work. Senior leaders accept, for example, that the monitoring of the impact of teaching on pupils' learning is not precise enough. The governing body is highly visible in the school community, and understands the general strengths and areas for future development. Leaders and managers at all levels are ambitious for all pupils, and have put in place clear plans and challenging targets to secure further improvement. All these characteristics highlight the school's satisfactory capacity for sustained improvement.

- 7.5 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 7.6 **What does the school need to do to improve further?**
- Raise attainment throughout the school, most specifically in writing by:
    - ensuring all teachers are consistent in their use of relevant and meaningful experiences to stimulate all pupils to write
    - encouraging more extended writing opportunities, whilst paying close attention to sentence construction and use of interesting words
    - maximising opportunities for writing in different subjects.
  - Ensure all teaching results in at least good learning by:
    - providing more opportunities, earlier in lessons, for pupils to work together to deepen their understanding
    - confirming that planned activities sufficiently challenge all pupils
    - constantly assessing progress through observing, listening to and talking with pupils.
  - Improve the rigour of monitoring and evaluation arrangements by focusing strongly on the impact of teaching on pupils' outcomes.

**8.0 Broadgate Primary School (March 2011)**

- 8.1 Grade: 2  
'Happy', 'friendly' and 'caring' are some of the words pupils use to describe this good school. Its new leaders ensure that these important characteristics are retained whilst other aspects are improved. For example, pupils' progress in writing has accelerated owing to concerted and continuing efforts to narrow the gap between attainment in writing and that in reading. Accurate self-evaluation, based on rigorous monitoring of the school's provision and performance, means that plans for its future development are focused on the most significant priorities. Other leaders, staff and the governing body share the headteacher's high aspirations for the school and contribute to its good capacity for sustained improvement.
- 8.2 Pupils make good progress as they move up through the school, because teaching is predominantly good. However, there are inconsistencies. Whereas assessment information is usually used extremely well to match work to the needs of all groups of pupils, this aspect of teaching is less effective in some lessons and hence progress falters. Marking and individual targets are not always used to show pupils how they can improve their work. Enhancements, such as weeks devoted to particular themes, help to ensure that the curriculum promotes learning well. Nevertheless, opportunities to raise attainment in writing are sometimes missed. For example, tasks requiring pupils to write independently at length are not set frequently enough.
- 8.3 Some aspects of the school's work are outstanding. These include pupils' spiritual, moral, social and cultural development. They demonstrate an ability to reflect maturely on their own lives and experiences and to empathise with others. The school's current efforts to raise money were inspired by a young pupil's shocked response to images of Japan, devastated by earthquake and tsunami. The school's work to support its most potentially vulnerable pupils, including through first-rate partnerships with parents and carers and a host of agencies and professionals, is exemplary. As a result, the lives and prospects of these pupils are often made significantly brighter.
- 8.4 **What does the school need to do to improve further?**



- Improve pupils' attainment in writing by:
  - providing more opportunities for pupils to write independently at length
  - ensuring that pupils develop and apply their writing skills regularly during lessons in subjects beyond literacy
  - encouraging children in the Early Years Foundation Stage to participate more in activities that promote writing.
- Ensure that teaching is consistently good or better by:
  - making fuller use of assessment information so work in lessons is matched closely to what different groups of pupils need to learn
  - making sure pupils understand their individual targets and teachers refer to these more often during lessons
  - making sure marking shows pupils exactly how to improve their work.

## **9.0 Brownhill Primary School (February 2011)**

- 9.1 Grade: 3  
Brownhill Primary is a satisfactory and improving school. After an incisive evaluation of the school's working practices, the headteacher has instigated a number of carefully considered changes which are having a marked and positive effect on pupils' academic and personal development. Consequently, despite being well below average, pupils' attainment is rising quickly and the progress they make is accelerating. Pupils of different backgrounds work and play extremely well together and throughout the school the atmosphere is one of harmony and trust.
- 9.2 The quality of teaching is satisfactory overall, and many lessons have good elements. Teachers generally match group tasks well to pupils' different learning needs but other parts of a lesson are often too broad based to benefit all pupils. While teachers give clear explanations many have a tendency to over elaborate during introductions and discussions, limiting opportunities for pupils to contribute to lessons, share what they already know and develop their own ideas. Many aspects of pupils' personal development are satisfactory and their appreciation of how a sensible diet and regular exercise contribute to their health and well-being is good. The school looks after its pupils well. Staff keep a very close watch over all pupils and respond to their needs sensitively and effectively. Pupils know they are looked after well and readily approach members of staff for help and advice.
- 9.3 The provision made for children's learning in the Early Years Foundation Stage is satisfactory. From a starting point that is often well below expectations for their age children make steady progress in the different areas of learning. However, the teaching of letters and sounds often lacks focus and, at times, opportunities to promote children's speech and language, as they are working and playing, are missed. Links between the Nursery and Reception classes lack cohesion and opportunities for staff to work closely together to enrich children's learning both in and out of doors are not utilised well enough.
- 9.4 Leaders and managers have a clear understanding of the school's strengths and its priorities for improvement. Action plans to support development are securely in place and incorporate a clear programme of monitoring, evaluation and staff training. Recent developments have increased teachers' involvement in the leadership and management of the school. However, it is still early days and many lack the knowledge and experience they need to make a full contribution to school improvement. The governing body understands and supports the school well but lacks some of the strategies needed to hold the school fully to account and challenge it to improve. Taking all factors into account the school's capacity for improvement in the future is satisfactory.

- 9.5 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 9.6 **What does the school need to do to improve further?**
- Raise attainment and improve the quality of teaching by:
    - ensuring that all parts of the lesson reflect pupils' different learning needs
    - providing more opportunities for pupils to contribute to lessons, share what they already know and develop their ideas.
  - Increase the rate of progress children make in the Early Years Foundation Stage by:
    - improving the teaching of sounds and letters and ensuring staff take every opportunity to promote children's speech and language
    - ensuring that the nursery and reception work closely together to enrich learning opportunities for children both in and out of doors.
  - Increase the effectiveness of leadership and management by:
    - ensuring that all staff with management responsibilities are able to make a full contribution to school improvement
    - increasing the ability of the governing body to hold the school to account and challenge it to improve.

**10.0 Christ the King Catholic Primary School (November 2011)**

- 10.1 Grade: 3
- This is a satisfactory school. Learning gets off to a good start in the Early Years Foundation Stage, where children make good progress from their generally average starting points. Pupils' attendance is above average and has improved since the previous inspection. This reflects successful efforts to promote better attendance with parents and carers and with pupils. Most parents and carers are happy with the school. They acknowledge that their children settle in quickly when they start school. A very small minority however, do not feel that the school takes sufficient account of their suggestions and concerns, and inspection findings support them in part.
- 10.2 Pupils' attainment by the end of Year 6 is broadly average and between Years 1 and 6, pupils' progress is satisfactory. This reflects the satisfactory quality of teaching and the curriculum. Pupils' progress is good in lessons where teachers make effective use of assessment information to provide activities that closely match pupils' learning needs, particularly to challenge the more-able pupils. Teachers explain to pupils what they are expected to learn, to involve them in understanding how they are getting on and what they need to do to reach their targets. Similarly, they provide a good range of practical and interesting activities which keeps the pupils engaged and as a result, they behave well. These good practices are not consistently well applied across classes and so pupils' progress and behaviour are satisfactory overall. In English, between Years 1 and 3, pupils' attainment in reading lags behind writing. In order to boost pupils' achievement in reading, the school has introduced a new systematic approach to developing pupils' reading skills. Currently, not all staff have the necessary skills to deliver the programme effectively. Between Years 3 and 6, pupils' attainment in mathematics is often lower than in English. Pupils' achievement is sometimes held back because opportunities are overlooked for pupils to develop their numeracy skills through solving mathematical problems.
- 10.3 Since the previous inspection, the school has moved forward steadily and there is

a satisfactory capacity to improve further. The headteacher has developed the accommodation so that it is more conducive to effective learning. He is now strengthening the systems to track pupils' progress. This has already led to an accurate evaluation of pupils' satisfactory achievement. However, some aspects of the school's self-evaluation are over-generous. This, in part, reflects a lack of opportunity for stakeholders, such as parents and carers, the staff and the governing body to influence self-evaluation and to agree the way forward. Several staffing changes have also hampered efforts to establish consistently good quality teaching and consistent approaches to behaviour management and also to provide continuity in subject leadership. Furthermore, actions to monitor these aspects at present lack rigour. New subject leaders are keen and enthusiastic. Under the effective guidance of the deputy headteacher, they, along with the governing body, know the next steps are to strengthen their contribution to driving improvement by further developing their skills in reviewing information about pupils' performance and monitoring the quality of provision. Currently self-evaluation is too dependent on the headteacher.

10.4 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

10.5 **What does the school need to do to improve further?**

- Accelerate pupils' progress between Years 1 and 6 to be at least good, particularly in reading in Years 1 to 3 and in mathematics between Years 3 and 6, by:
  - improving the use of assessment information so that pupils are provided with work that matches their learning needs, particularly to challenge the more-able pupils
  - making sure pupils are clear about what they are expected to learn, understand how they are getting on and know their learning targets
  - making sure all staff are equipped with the skills to teach pupils to read
  - providing more opportunities for pupils to develop their numeracy skills through solving mathematical problems.
- Ensure that approaches to the management of pupils' behaviour are equally effective in all classes so that behaviour is consistently good.
- Strengthen the capacity of the school to improve by:
  - ensuring new subject leaders and the governing body have the necessary skills to review pupils' performance and the quality of provision effectively
  - improving the rigour with which the quality of teaching is monitored and evaluated
  - ensuring that the headteacher takes into greater account the views of all stakeholders in order to establish an accurate and shared evaluation of the school's effectiveness and to agree the way forward.

11.0 **Churwell Primary School (January 2011)**

11.1 Grade: 2

Determined and dedicated leadership by the headteacher, who is increasingly well-supported by the senior managers, has led to considerable improvement since the last inspection. As a result, Churwell Primary is now a good school. There are significant strengths in the Early Years Foundation Stage and in the care, guidance and support the school provides for pupils. Parents and carers hold the school in high regard and value its 'consistent and good quality education' and the attention

given to pastoral care and pupils' well-being. The school is developing its good curriculum well to ensure that there are many more real-life experiences to help motivate pupils and promote learning. As a result of these positive features, pupils like school, as shown in their above-average attendance. The Early Years Foundation Stage provides children with an excellent start to their school life. The school is rigorous in keeping pupils safe, works very well with other agencies to ensure their welfare and promotes a healthy lifestyle. Good spiritual, moral, social and cultural development underpins the school's work and helps to explain why the school is a cohesive community.

- 11.2 Children enter the nursery with skill levels mostly below those typical for their age and achieve well and usually attain the goals expected nationally for their age by the end of the Reception Year. Most pupils continue to achieve well as they move through Years 1 to 6, so that by the time they leave, they reach above average standards in English and mathematics. This is due to the consistently good and occasionally outstanding teaching and the impact of rigorous assessment and improved academic guidance. Initiatives are proving successful in helping to improve the performance of boys in writing to help narrow gaps in performance. However, teaching does not always enable the more able pupils to make the best possible progress
- 11.3 The school is well-led. Capacity for further improvement is good. Issues from the last inspection have been tackled effectively. Attainment has risen and progress is now good. Morale is high and teamwork is strong. Accurate self-evaluation enables the right priorities for development to be set in order to drive up standards further. Good tracking systems are narrowing gaps in the performance of different groups of pupils successfully. The governing body sets a clear direction for its work. However, despite these strengths there are still areas to develop, for example, to improve the quality of teaching from good to outstanding. Subject leaders are not yet fully involved in monitoring and evaluating standards and progress and the regular checks made by senior leaders on the quality of lessons do not focus sharply enough on pupils' learning.
- 11.4 **What does the school need to do to improve further?**
- By July 2012, further improve the quality of leadership and management by:
    - developing the role of subject leaders to ensure they are fully accountable for standards and progress
    - focusing more clearly on the impact on learning when checking on the quality of teaching.
  - Ensure that pupils always make best possible progress by:
    - raising the quality of teaching in Years 1 to 6 from good to outstanding
    - ensure that in all lessons more-able pupils are given work that challenges them fully
    - checking that in all lessons there is an appropriate balance between the amount of direct teaching and pupils working independently to practise their skills and apply their knowledge.

## **12.0 Clapgate Primary School (March 2011)**

- 12.1 Grade: 3
- This school provides a satisfactory education for its pupils. Most children enter the Early Years Foundation Stage with a level of skills and knowledge which is well below that typical for children of similar age. Children's skills in reading, writing and calculating are particularly low when they enter the Nursery. Outstanding provision in the Early Years Foundation Stage ensures children make good progress and

achieve good outcomes. Since the last inspection, pupils' attainment in Year 6 has been low, but this is rising. The school's own Year 6 assessment information for 2010 demonstrates that pupils reached higher levels of attainment in English and mathematics than in previous years and inspection evidence confirms that attainment is rising rapidly and securely. Currently, pupils are making good progress as the result of good teaching and a satisfactory but improving, curriculum. During the inspection, good and outstanding teaching was evident in three quarters of lessons observed. However, where teaching is weaker or targets set for pupils are not high enough, pupils' progress is slower.

- 12.2 This school cares for its pupils very well. A great number of effective strategies are in place to support all pupils, especially the most vulnerable. The school works well with other professional partners and well-established systems are in place which pupils use to ask for help. The school places a high priority on pupils' good attendance and recently there have been significant improvements in the attendance rates of many pupils. However, the attendance rates of a small minority of pupils are still not high enough.
- 12.3 Pupils' behaviour is good; they respond well to praise and behave well in lessons and around school. Pupils cooperate well in pairs and small groups in lessons and support each other well. They say that they feel safe in school and they make a good contribution to the school community through roles of responsibility, such as being playground buddies, attendance representatives or members of the school council. Pupils understand the need to take regular, vigorous exercise and they are enthusiastic about sporting opportunities in school.
- 12.4 The headteacher's clear vision for improvement is very well understood and shared by governors and by staff at all levels. The school's capacity for sustained improvement is good. The pace of improvement has increased rapidly in recent months and the school has established effective systems to assess and monitor pupils' attainment and progress. All teachers play an active part in analysing assessment data for their class and in planning effective strategies for supporting pupils who are not making enough progress. Leaders at all levels monitor their areas of responsibility and make effective improvements when necessary. The school has well-embedded monitoring systems which contribute to effective self-evaluation and, as a result, the school's own evaluation of its performance is detailed and accurate. Governance is satisfactory and improving; during this year there have been changes to the structure of the governing body committees, and governors have been working well to develop their skills in challenging the school to improve further.
- 12.5 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 12.6 **What does the school need to do to improve further?**
- Raise attainment and accelerate pupils' progress, in English and mathematics by:
    - raising the quality of teaching so that it is in line with the best practice in the school
    - reviewing targets and setting higher ones as pupils' progress accelerates
    - ensuring lessons have sharply focused objectives and precise success criteria
    - involving pupils more in the assessment of their own work
    - giving pupils the opportunity to respond to teachers' marking and guidance and improve their own work.

- Increase attendance rates by:
  - giving focused support to overcome individual barriers to good attendance
  - creating a culture of high expectations of good attendance in school.

### **13.0 Collingham Lady Elizabeth Hastings' Church of England Primary School (November 2011)**

#### **13.1 Grade: 2**

This is a good school providing its pupils with a well-balanced education in a warm and friendly atmosphere. Outcomes are outstanding because attainment is high and several aspects of pupils' personal development are outstanding. From starting points that are generally in line with age-related expectations on entry to the Early Years Foundation Stage, pupils achieve extremely well. By the end of Year 6, pupils' attainment is well above the national average and they have acquired excellent learning skills which prepare them exceptionally well for the future.

**13.2** Pupils' high attendance reflects their very positive attitudes to school and the enjoyment they derive from the many interesting and stimulating learning experiences the school provides. 'The school fosters confident and happy children who are not afraid to have a go,' is a typical parental comment. Expert management and creative development have produced a lively and stimulating curriculum which supports pupils' learning well. Further developments have been identified to extend pupils' learning skills but have yet to be implemented.

**13.3** As a result of the good quality teaching they receive, pupils of all ages make good progress. Lessons build carefully on what pupils have learned previously with regular opportunities for them to share and put forward their own ideas. Where teaching is most effective it encourages pupils to work independently and sets challenging problems that pupils enjoy grappling with. As a result, pupils make very rapid progress in their learning. In the majority of lessons the skills and expertise of teaching assistants are utilised well. However, there are occasions when they do not have a clear enough role to play.

**13.4** Leaders and managers at all levels, including the governing body, provide the school with a sharp focus on improvement. They evaluate the school's effectiveness accurately and use the outcomes to produce well-constructed plans for further development. Team work is strong in the pursuit of improvement. Pupils are cared for well and kept safe and secure. However, administrative checks in relation to safeguarding are not always recorded meticulously enough.

**13.5** Under the clearly focused and determined leadership of the headteacher, the school has improved significantly since it was last inspected because the areas for improvement identified in the previous inspection report have been tackled rigorously. As a result, the quality of teaching has improved in quality and consistency, the progress made by pupils with special educational needs and/or disabilities is much more closely monitored and the effectiveness of the Early Years Foundation Stage is now good. These factors demonstrate the school's good capacity for further improvement.

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

- Ensure that pupils make even better progress by:
  - increasing the amount of outstanding teaching
  - developing the curriculum further to provide more opportunities across subjects for pupils to develop their skills as learners
  - ensuring that the support provided by teaching assistants is consistently

effective in supporting learning.

- Ensure that that all administrative checks relating to safeguarding are carried out regularly and recorded meticulously.

#### **14.0 Cookridge Primary School (October 2011)**

##### **14.1 Grade: 3**

This is a satisfactory school. It has some good and some outstanding features and it makes a significant difference to the personal development of many of its pupils. The vast majority of parents and carers are highly supportive of its work.

##### **14.2**

Recent challenges facing staffing have been largely overcome and the school is moving forward under the leadership of its recently appointed headteacher, the staff and the governing body. In the Early Years Foundation Stage children enter with basic skills that are low in comparison to other children. They make a good start to their learning as a result of the good teaching, curriculum and leadership and management in this area. Pupils' progress through the rest of the school has varied since the last inspection but is now satisfactory overall. Pupils with special educational needs and/or disabilities make good progress. Consequently by the end of Year 6, pupils' attainment has now risen to broadly average from previously low levels. Standards in writing remain below average in some classes. A programme of support and challenge, introduced last year, has begun to improve the quality of teaching and learning. This is satisfactory overall, with some good teaching but also a small amount that is inadequate. Some lessons lack sufficient pace, some do not feature appropriate activities to meet the needs of all pupils, some show weaknesses in developing pupils' speaking and listening skills and some do not make effective use of assessment guidelines to help pupils understand how to improve their work. The good curriculum has many outstanding features in developing pupils' understanding of the wider world and the arts, but the improved planning for the acquisition of key skills in literacy and numeracy has not yet had time to impact on pupils' progress.

##### **14.3**

Pupils enjoy their time in school, behaviour is good and pupils' involvement in school and community life is outstanding. The school is at the forefront of international working with other schools and organisations, resulting in excellent community cohesion. The school has good systems in place to judge its own strengths and weaknesses and is using the information it gains to identify what needs improving. The role of subject leader is underdeveloped, however, as is the function of senior leaders in monitoring the ongoing progress of groups of pupils. The school recognises that many of its new ways of working have yet to be embedded and show consistent impact. As a result, the school's capacity for sustained improvement is satisfactory.

##### **14.4**

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

##### **14.5**

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

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons by:
  - making sure that lessons have sufficient pace so that pupils become fully engaged in their learning
  - further developing pupils' writing skills so that they can better communicate their learning

- developing pupils' speaking and listening skills so that they learn more effectively from each other and from adults in the classroom
  - ensuring a better match of activities in lessons to pupils' needs, especially the more-able pupils
  - extending the use of the assessment guidelines seen in the best lessons, so that pupils have a clearer idea of what level they are working at and what they need to do to improve their work.
- Improve the quality of leadership and management by:
    - further developing the monitoring role of subject leaders and bringing a sharper focus to their development planning so that the impact of improvement actions can be more effectively evaluated
    - increasing the frequency of evaluation by the senior leadership of the ongoing progress of groups of pupils, so that more timely actions can be taken to support their learning
    - embedding the new ways of working and expectations across the school.

## **15.0 Corpus Christi Catholic Primary School (April 2011)**

### **15.1 Grade: 3**

This is a school that provides a satisfactory standard of education for its pupils. Senior leaders are well aware of the school's strengths and weaknesses through accurate self-evaluation and have been successful in making improvements in some aspects since the time of the last inspection. Work done to improve mathematics, for instance, has raised attainment by the end of Year 6 and pupils are more confident in their use of mathematical skills. Results in national assessments at the end of Year 2 in 2010 were higher than at any time in the last five years. Pupils make an outstanding contribution to the community through their influential school council, which has a major part to play in making decisions about the way the school is made more exciting for all pupils. The headteacher's vision for improving the school is communicated well to all, so that senior leaders and all staff are fully committed to moving the school forward. The capacity of leaders and managers to continue to bring about further improvement is satisfactory.

**15.2** Children enter the school with levels of skills well below those for most children of their age. They make a satisfactory start in the Early Years Foundation Stage. Pupils go on to make satisfactory progress throughout the rest of the school, although it is inconsistent across year groups and subjects. This results in underachievement in some years that has to be made up in the following year. Senior leaders have taken firm steps to eradicate inadequate teaching and are quite rightly focused on moving the satisfactory teaching to good in order to promote a more consistent picture. However, subject leaders are not always involved enough in monitoring the quality of teaching in their own areas of responsibility. Senior leaders are making better use of the information about pupils' progress available from the school's system of tracking data on pupils' progress. Despite this, teachers do not always use this information to identify pupils' level of understanding and promote consistently good progress. As a result, lessons are not always pitched correctly to meet the learning needs of all pupils, and progress, especially for the most able, slows. Progress in writing is not as good as in other subjects because pupils do not have enough opportunity to write for a purpose at length in subjects other than literacy. Although teachers now pay better attention to setting effective learning objectives and success criteria in mathematics and English, this practice is underdeveloped in other subjects.



- 15.3 The school has implemented a range of effective strategies to care for and support pupils. This has resulted in those pupils who are potentially vulnerable participating fully in what the school provides. Safeguarding is robust and the school is a caring, nurturing place for both pupils and their families. Pupils with special educational needs and/or disabilities are generally well-supported and make satisfactory progress. Most pupils are keen to adopt a healthy lifestyle and know how a good diet and exercise promote this.
- 15.4 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 15.5 **What does the school need to do to improve further?**
- Raise attainment and accelerate progress in mathematics and English, and in writing in particular by:
    - ensuring that systems for tracking and analysing data on pupils' achievement are used by teachers more effectively to challenge pupils of all abilities, especially the more able
    - ensuring that pupils have more opportunity to write for a purpose across a variety of subjects.
  - Improve the quality of teaching from satisfactory to at least good by:
    - ensuring that teachers plan more effectively to build upon what pupils already know and can do
    - ensuring lesson objectives and success criteria are sharply focused on what teachers expect pupils to learn in all subjects
    - involving leaders at all levels in the monitoring and evaluation of their areas of responsibility.

**16.0 Cross Flatts Park Primary School (January 2011)**

- 16.1 Grade: 3
- This is a satisfactory school. It is also a school that is rapidly improving. Within the last two years the new leadership and management team has effectively identified and taken action to secure what needs to be done to improve attainment and accelerate achievement. The impact of this is evident in the good learning and progress seen in lessons and in pupil assessment records. At the same time the school's strengths in supporting pupils' personal development have been sustained and the Early Years Foundation Stage has systematically improved its provision and outcomes for younger children. The school takes very good care of pupils and ensures a, happy and welcoming environment for children, parents and carers. Relationships with the local community are good.
- 16.2 Most children start Nursery with skills well below age-related expectations in all areas particularly in language. They make good progress but most are below, some well below, age-related expectations on entry to Year 1 and are not ready to start the National Curriculum. There has also been a legacy of underachievement. Therefore, by the end of Year 6 attainment in English and mathematics has been, and is still, well below the national average. However, the effective development of teaching and the very thorough tracking of pupil progress are now enabling all groups of pupils to become increasingly effective learners who are on track to meet challenging targets across the school. Pupils are beginning to see themselves as learners with high aspirations who recognise that they can learn independently. However, their skills in this area are at an early stage of development which sometimes restricts some of the acceleration made in other aspects of their learning. Pupils also lack the confidence and knowledge to use their newly-

acquired basic skills in new situations and subjects across the curriculum. Pupils' performance in mathematics is not as strong as in English as the curriculum provides limited opportunities for the application of new skills.

16.3 The school's evaluation of its performance is accurate and the new leadership team has ensured that appropriate priorities have been identified for improvement. The good delegation of responsibilities and involvement of all staff in the improvement process is working very effectively to secure improving progress. However, these changes are recent and have yet to demonstrate their full impact on attainment. The school's capacity to secure improvement is satisfactory.

16.4 Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

16.5 **What does the school need to do to improve further?**

- Raise attainment in English and Mathematics by:
  - focusing on the application of basic skills, particularly in mathematics, across the curriculum
  - developing a curriculum that meets the pupils' needs in English and mathematics, and fully engages and motivates them through cross-curricular topics planned to reflect their interests more closely.
- Further accelerate pupils' learning by:
  - developing pupils' skills in assessing their own learning, for example through increased opportunities to see good practice modelled in other pupils' work
  - encouraging them to take responsibility for improving their work
  - ensuring that the pace of lessons is always appropriate.

17.0 **Fountain Primary School (July 2011)**

17.1 Grade: 3

In accordance with section 13 (4) of the Education Act, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Significant progress has been made in resolving the issues raised in the previous inspection and the school now provides its pupils with a satisfactory education.

17.2 Fountain Primary School is improving rapidly. A strong drive for improvement, clarity of purpose and a determination to succeed have underpinned the work of leaders, staff and the governing body. The headteacher's enthusiasm and very clear focus on raising pupils' achievement have been fully supported by the governing body and staff, and have been successful in establishing a culture of high aspiration and enjoyment of learning. Rigorous systems to monitor pupils' progress and the impact of provision have ensured that leaders have an accurate understanding of the strengths and weaknesses in the school's performance and that planning is well focused on the right priorities. Good partnerships with local schools and the local authority have resulted in well-focused effective professional development. As a result almost all aspects of the school have improved demonstrating the school's good capacity to improve further. Alongside the drive for improved academic achievement the importance of providing a welcoming and safe environment has been a further priority. Consequently, pupils, including those whose circumstances make them more vulnerable, are cared for and supported well so that pupils feel safe and happy in school. They behave well and enjoy the exciting activities the school offers. Pupils make a good contribution to the school community, for example through the work they do to produce beautiful displays of flowers in the school grounds that are entered as part of local and county 'In Bloom'

competitions. The community cohesion policy is not yet fully-implemented. Pupils participate in many activities alongside a wide range of different groups within the local community but there are fewer opportunities for pupils to engage with people from the wider United Kingdom and international communities. Parents and carers are pleased with the improvements that have been made in the school. They feel welcomed into the school and are working in effective partnership with the school to support their children's learning.

17.3 The improved curriculum, teaching and use of assessment are now at least satisfactory and supporting rising attainment and accelerating progress across the school. Pupils make a good start in the Early Years Foundation Stage. They make satisfactory progress in Key Stages 1 and 2 and the large majority reaches the attainment expected for their age. There are still too few pupils reaching above-average levels at Year 6 and Year 2 and attainment is generally weaker in writing compared with reading and mathematics. Although teaching and learning in the majority of lessons are good, inconsistencies remain especially in the helpfulness of teachers' marking and the way targets are used to support pupils' learning.

17.4 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

17.5 **What does the school need to do to improve further?**

- Raise attainment and accelerate progress further especially in writing by:
  - increasing the number of pupils working above age-related expectations so that the proportions gaining Level 5 by the end of Year 6 and Level 3 by the end of Year 2 are at least in line with national averages by summer 2012 in all subjects
  - improving pupils' handwriting, spelling and presentation of their work.
- Improve the consistency of teaching and assessment so that they are at least good in the vast majority of lessons by:
  - ensuring that teachers' marking of pupils' work consistently identifies how well pupils are doing and what they need to do to improve
  - using individual and group targets for learning and criteria for success in lessons more frequently and constructively to guide learning, particularly for more-able pupils.
- Improve the effectiveness of the community cohesion policy by:
  - providing more opportunities for pupils to engage with communities different from their own in the United Kingdom and internationally.

18.0 **Gildersome Primary School (March 2011)**

18.1 Grade: 3

Gildersome Primary School provides a satisfactory standard of education for its pupils. It has many strengths, the most notable being pupils' understanding of a healthy lifestyle which is outstanding, and the exceptional partnerships with parents and carers. The latter was borne out by the overwhelmingly positive comments made by those parents and carers who responded to the questionnaire. 'We are happy with all aspects and delighted with our child's progress,' was typical.

18.2 Personal development and pastoral care are strong. The school provides a safe and welcoming environment where pupils feel valued. Pupils are proud of their school and keen to talk to visitors about their work. They have confidence in adults to help them sort out problems. Staff are mindful of pupils' safety and good safeguarding procedures are in place. An imaginative curriculum provides pupils

with a wide range of interesting and stimulating experiences. However, while pupils' knowledge of different cultures and beliefs is enhanced through the curriculum, first hand experiences of multicultural Britain and beyond are limited.

18.3 The strong links with pre-school settings are having a positive impact on children's development and readiness to start school. From a generally below average starting point children get off to a good start in the Reception class. They make good progress and start Year 1 broadly in line with what is expected for their age. Progress is satisfactory from Year 1 to Year 6. Overall attainment is average at the end of Year 6 but has been improving year-on-year. The school's own tracking system shows that this upward trend is likely to continue in both key stages. Teaching and learning are satisfactory. Occasionally, too much time is spent on whole class teaching which limits opportunities for independent learning. The marking of pupils' work provides them with satisfactory guidance. They do not always receive sufficient guidance on how to improve their work. Assessment is regular and a new electronic system has been introduced to make the tracking and analysis of outcomes more rigorous.

18.4 Senior leaders are well-supported by staff and an effective governing body. Through rigorous self-evaluation they have an accurate view of the school and recognise its strengths and areas for development. A clear vision, shared by all, has led to a relentless drive to improve provision and raise attainment with the result that there have been many improvements since the previous inspection. The capacity to improve further is good.

18.5 Up to 40% of schools whose overall performance is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

18.6 **What does the school need to do to improve further?**

- Raise the quality of teaching and learning to consistently good or better by:
  - sharing the good practice that already exists in school
  - reducing the amount of time spent on whole-class teaching so increasing pupils' opportunities for independent learning
  - ensuring that marking relates consistently to pupils' targets or learning objectives, identifies areas for improvement and provides pupils with opportunities to respond
  - developing the capacity of subject leaders to monitor and evaluate teaching and learning in their areas.
- Improve community cohesion and increase pupils' awareness of multicultural Britain and the international community by linking with schools in other parts of the country and the wider world.

**19.0 Greenhill Primary School (March 2011)**

19.1 Grade: 2

This is a good school. The school community is very welcoming and pupils work hard in lessons. Pupils learn in an extremely caring and supportive environment which creates a desire to succeed. School works well with a number of partners and is successful in involving parents and carers in school life. All parents and carers responding to the parental questionnaire agree their children enjoy school. There is a shared sense of vision and purpose amongst staff to improve outcomes for all pupils.

19.2 Children start school with skills which are generally below, and in some aspects,

well below those expected for their age. Overall progress is good but varies between year groups; it is stronger in the Early Years Foundation Stage and Key Stage 2. Pupils make less progress in Key Stage 1 because teaching is more variable. Progress made by pupils with special educational needs and/or disabilities is good. More-able pupils do not always make enough progress in mathematics. At the end of Year 6, attainment is now broadly in line with the national average although it has taken some time for the school to reach this point. Achievement is good. Minor inconsistencies in the quality of teaching restrict the attainment of pupils and prevent them from making as much progress as possible. These inconsistencies include time not being used effectively, which limits opportunities for pupils to work independently.

- 19.3 Throughout their time at school pupils enjoy the rich curriculum and the superb support from all staff makes a very positive contribution to pupils' personal development and well-being. Their good behaviour and attitudes enhance their learning. Pupils contribute well to school and to community life. Pupils speak confidently about how safe they feel when they are in school. Pupils are encouraged well by the school to adopt healthy lifestyles, resulting in them being very well informed about issues related to drug misuse and healthy eating. The number of pupils who miss school regularly has reduced substantially because of the actions taken by the school. Attendance has rapidly improved and is now average.
- 19.4 The strong and visionary leadership of the headteacher and other senior leaders has successfully brought about many improvements since the last inspection. Accurate self-evaluation provides leaders with a detailed picture of what improvements are needed. Phase and subject leaders undertake rigorous monitoring to direct plans for further improvement. Knowledgeable and well informed members of the governing body have in place rigorous procedures to hold the school fully to account. They are strongly focused on improving school further and have had much success in bringing about improvement in attainment and the quality of teaching. Collectively, leaders and managers have an enthusiasm and clear vision of school improvement and demonstrate good capacity to make sustained improvement in the future.
- 19.5 **What does the school need to do to improve further?**
- Improve the achievement of all pupils by:
    - accelerating pupil's progress particularly in Key Stage 1 by improving the consistency of teaching
    - making sure more-able pupils are fully challenged to attain as highly in mathematics as they do in English.
  - Improve attendance to above the national average by consolidating the recent gains made and further impressing on parents and carers the importance of regular attendance.

## **20.0 Guiseley Infant and Nursery School (February 2011)**

- 20.1 Grade: 2
- Guiseley Infant and Nursery School is a good school. It has many strengths, the most notable being pupils' knowledge of healthy lifestyles, their contribution to school and the wider community, and the school's engagement with parents and carers, which are all outstanding. The school provides a safe and welcoming environment where pupils feel valued. This view was echoed by one parent who spoke of a 'caring and supportive school'. Staff are mindful of pupils' safety and good safeguarding arrangements are in place. Of the parents and carers who

responded to the questionnaire, the overwhelming majority is supportive of the school and value the quality of care it provides. A range of partnership activities make a strong contribution to pupils' good achievement and well-being. Pupils' experiences of different cultures and beliefs are enhanced through the curriculum and links with a Ugandan school.

- 20.2 Children get off to a good start in nursery and do well overall in the Early Years Foundation Stage. Progress to Year 2 continues to be good. National data regarding pupils' attainment in recent years show it to be average. The school's own tracking system shows that attainment is now rising rapidly, particularly in mathematics. There has been a noticeable increase in the number of pupils reaching the higher levels. Teaching and learning are good with some examples of outstanding practice. Pupils with special educational needs and/or disabilities are well-supported and, as a result, make similar good progress to their peers. The marking of pupils' work is age-appropriate, with written or verbal feedback providing pupils with guidance on how to improve. Assessment is regular and frequent analysis of outcomes takes place. A good curriculum involves pupils in challenging, well-planned activity-based learning experiences although opportunities to use information and communication technology (ICT) are not fully embedded.
- 20.3 The effective headteacher is supported well by staff and a knowledgeable governing body. All share an ambitious vision for future improvement. Senior teachers and the governing body know what the school does well and make good use of accurate self-evaluation to highlight areas for improvement. The impact of actions taken as a result is being seen in rising standards, indicating good capacity to improve.
- 20.4 **What does the school need to do to improve further?**
- Increase the proportion of outstanding teaching by:
    - sharing the good and excellent practice that already exists in school
    - embedding the use of information and communication technology across all areas of the curriculum.

## **21.0 Harehills Primary School (March 2011)**

- 21.1 Grade: 2
- This is a good school. The outstanding quality of care, guidance and support it provides for pupils radiates from staff at all levels. This is enhanced further by exemplary practice with regard to the safeguarding of pupils and by excellent partnerships with a wide range of agencies and professionals. Pupils learn in an exceptionally warm and welcoming setting, where a strong sense of harmony pervades its very diverse population. Pupils are extremely proud to belong to their vibrant school community, eagerly contributing positively to it by playing a pivotal role in school decision making and driving improvement. Pupils are very polite, courteous and respectful to adults and of one another. The school is placed at the very heart of the local community life, making an outstanding contribution to promoting cohesion, both nearby and further afield.
- 21.2 Achievement is good. Pupils' attainment by Year 6 is continually adversely affected by an unusually high influx of pupils partway through the school, many of whom are new to speaking English. However, pupils make at least good progress during their time in the school and for some groups, progress is outstanding. Attainment, though low, is rising securely and progress is quickly accelerating. This is owing to good quality teaching and an effective curriculum. In Year 6, for example, progress

accelerates to a particularly rapid rate because teaching is consistently good and, is sometimes outstanding. The best teaching practices evident in Year 6, however, are not yet consistently well applied across the school. Attainment in reading is improving. By Year 6, the proportion of pupils reaching the expected levels of attainment is now close to average. By Year 2, however, attainment in reading lags somewhat behind writing. This is because teachers do not always provide activities that closely match pupils' very diverse learning needs. Similarly, too many opportunities for pupils in Years 1 and 2 and children in the Early Years Foundation Stage to practise their reading skills and to promote their enthusiasm for reading books remain overlooked. Attainment by Year 6 in writing is also improving but remains lower than in reading. Opportunities for pupils to practise their writing skills and to be fully involved in understanding how well they are getting on and their next steps are well embedded in Year 6 but such practices remain patchy between Years 3 and 5.

- 21.3 Despite the many additional challenges faced resulting from the rapidly increasing numbers of pupils, in serving the needs of an increasingly diverse and complex population and in managing a high turnover of staff, the school has moved forward at a good rate. There is a good capacity to improve further, which reflects the good quality of leadership and management. The inspirational, energetic and unwavering leadership of the headteacher provides an excellent steer. A very strong sense of teamwork and high morale pervades, where staff fully share in the vision and strive to meet it with equal determination. Good quality monitoring of the quality of provision by senior leaders, results in an accurate evaluation of the school's work. Subject leaders are now keen to extend their skills so that they can also make a fully effective contribution to monitoring the consistency of the quality of provision.

21.4 **What does the school need to do to improve further?**

- Improve the consistency of the quality of teaching by:
  - ensuring the best teaching practices evident are identified, shared and consistently well applied
  - developing further the skills of subject leaders in monitoring the consistency of the quality of provision.
- Raise attainment in reading by Year 2 by:
  - improving assessment procedures and making sure that staff use this information effectively to plan activities that match pupils' varying abilities
  - providing more opportunities for pupils to read, including alongside adults, in groups, pairs or independently and encouraging reading at home
  - extending the range of resources for reading in the Early Years Foundation Stage.
- Raise attainment in writing by Year 6 by:
  - providing more opportunities for pupils to practise their writing skills as part of work in other subjects, particularly between Years 3 and 5
  - making sure all pupils are clear about their precise learning targets and are fully involved in understanding how well they are getting on.

**22.0 Hawksworth Wood Primary School (April 2011)**

22.1 Grade: 2

This is a good school. Leaders have very successfully created a school that embraces all learners. As a result, pupils respect and value their friendships with their classmates from different ethnic and religious backgrounds. Through extremely close and imaginative links with parents, carers, other professionals and countless community groups, pupils flourish and relate memorable experiences during their time in school.

- 22.2 Children enter reception with attainment below that is typical for their age. They make good progress and by the end of the year are working at the expected level in all areas of learning. Progress in Key Stage 1 is satisfactory and by the end of Year 2, attainment is broadly average. Pupils make good progress in Key Stage 2. Other than a dip in English in 2010, attainment has risen year-on-year since the last inspection. By the end of Year 6, attainment is now above average in reading and mathematics. The school has introduced a number of initiatives to raise pupils' attainment in writing and these have successfully accelerated progress, particularly for boys. Attainment in writing is now average but rising quickly, with an increase in the numbers reaching above average levels. Pupils' performance in science is above average with pupils now having an improved understanding of investigative science.
- 22.3 Teaching is good overall and reflects pupils' good progress from their starting points, but it is not as consistently strong in Key Stage 1, where some lessons lack pace and tasks are not always sufficiently challenging. Throughout the school effective teaching is exemplified by good relationships, a vibrant working environment and a rich curriculum.
- 22.4 As a consequence of the outstanding provision for pupils' spiritual, moral, social and cultural growth, they make outstanding progress in these aspects of their personal development. Behaviour is good and pupils fully embrace the opportunity to help in school and support the local and wider communities. Pupils receive excellent care and support and say they feel very safe in school. They have an outstanding understanding of keeping healthy. Attendance is above average in response to several initiatives, which are reflected in pupils' determination to be the weekly winners of classopoly.
- 22.5 Leaders know the school well and have a proven track record of improving outcomes for pupils. Issues identified at the last inspection to raise standards in science and to make better use of support staff have been remedied successfully. Leaders know what they do well and what needs to be done to raise attainment further. Detailed development plans describe how each subject will advance, but it is not always clear enough how the actions will improve attainment or how their impact will be measured. Nevertheless, staff know what needs to improve and are enthusiastic to support change. This, together with improvements in teaching and outcomes since the last inspection, give the school good capacity to continue to improve.
- 22.6 **What does the school need to do to improve further?**
- Improve progress in Key Stage 1 by ensuring that:
    - the quality of teaching is consistently good
    - targets are sufficiently challenging
    - work is precisely matched to pupils' capabilities
    - lessons move learning on with a sense of urgency.
  - Improve the leadership and management of subjects by ensuring subject leaders:
    - make more specific reference to targets for improving attainment in their action plans
    - evaluate the impact of strategies introduced
    - include in reports to the governing body an evaluation of the impact of initiatives on attainment.
- 23.0 **Highfield Primary School (November 2011)**



- 23.1      Grade: 1  
This is an outstanding school. The extremely clear vision of the headteacher, with excellent support from senior staff and leadership teams, ensures that pupils of all abilities have excellent attitudes to learning and achieve well. The exceptional curriculum and outstanding care, guidance and support contribute significantly to pupils' exemplary behaviour, high levels of attendance and outstanding spiritual, moral, social and cultural development. The governing body, which has many new members, provides good levels of support and challenge. The thorough and systematic self-evaluation procedures reflect the views of all those involved in the life of the school. As a result, the school has developed extremely well since it was previously inspected and has an outstanding capacity for further improvement.
- 23.2      Pupils' attainment is above average in English and mathematics by time they leave school in Year 6. The progress of pupils of all ages and abilities is at least good. Pupils have an outstanding understanding of how to stay safe from harm. They have an excellent knowledge of how to live a healthy lifestyle and take full advantage of challenging physical activities and opportunities to plan and eat healthy meals. They are extremely friendly and considerate towards each other and have an excellent understanding of right and wrong. They are very mature, reflective and aware of the needs of others.
- 23.3      The quality of teaching is good and sometimes outstanding. Relationships are excellent and teachers make lessons stimulating through role play and the use of information and communication technology (ICT). Lessons are often brisk and challenging. Very occasionally, pupils are not given enough guidance during lessons to help them assess and improve their own learning. The leaders sharply focused monitoring is rapidly addressing this relative weakness. The curriculum provides thrilling learning experiences which are exceptionally well planned to allow pupils to use and apply their learning. As a result, there are many examples of high quality work in subjects such as art, history, ICT and music throughout school.
- 23.4      Teachers know their pupils extremely well and track their progress very carefully. They make excellent use of links with other professionals, such as Autism Partnerships to promote learning and well-being. Exceptionally robust record keeping contributes to the outstanding procedures for caring for pupils and keeping them safe. There is an outstanding partnership with parents and carers who are very proud of the school. 'The school is highly inclusive and my child has had the most amazing experiences,' is one comment which reflects their highly positive views.
- 23.5      **What does the school need to do to improve further?**
- Increase the proportion of outstanding teaching by:
    - ensuring pupils are clear about what they are aiming towards and what steps they can take to make the best progress in all lessons.

## **24.0      Hill Top Primary School (April 2011)**

- 24.1      Grade: 2  
This is a good school. Most children join the Nursery class with knowledge, skills and understanding that are typical for their age. Good teaching and effective care, guidance and support, combined with a good curriculum, result in their good progress through the school and above average attainment at the end of Year 6. Pupils of differing abilities make good progress overall, and achieve well, although the progress of more-able pupils in lessons is not always consistently good. The

school's effective senior leaders are keenly tackling any uneven progress in this inclusive school, and gaps between the attainment of different groups of pupils are closing quickly. As a result, more pupils are reaching the higher levels in mathematics and English and currently, standards in Year 6 in these subjects are above average. The effectiveness of the governing body is satisfactory. It is very supportive, asks challenging questions and has been influential in restructuring the senior leadership team. It is less influential in some other aspects of the school's work.

- 24.2 Strong pastoral care enables the pupils to feel extremely safe. Pupils' good spiritual, moral, social and cultural development makes a very positive contribution to their personal development so that they contribute fully to the school community, adopt healthy lifestyles and behave well. Positive links with parents and carers result in high rates of attendance and the school being generally well regarded by them. Effective partnerships with other organisations strongly support pupils' learning and well-being.
- 24.3 Self-evaluation is effective and the school's judgments about the quality of its work are accurate. Significant staff changes at senior leadership level since the last inspection have been sensitively managed. The headteacher has galvanised staff so that there is strong teamwork and a corporate desire to improve learning. The school has effectively addressed the issue concerning writing standards, raised at the last inspection. All of these elements, together with the implementation of a rigorous programme to develop the accuracy of assessment procedures and the developing impact of a relatively new, yet determined, governing body provide the school with good capacity for improvement.
- 24.4 **What does the school need to do to improve further?**
- Ensure that the progress of the more-able pupils in lessons is always consistently good by:
    - providing sufficient challenge for these pupils in all lessons
    - making sure all teachers have a high degree of confidence in accurately assessing the attainment of these pupils
    - making sure that school leaders give a sharper focus to the evaluation of the progress of more-able pupils when observing lessons and in pupil progress meetings.
  - Enhance the effectiveness of the governing body by:
    - fully and systematically involving it in identifying the school's priorities for development
    - rigorously involving it in monitoring the use of information on pupils' progress to inform actions
    - fully engaging it in monitoring and evaluating all aspects of the school's work.

## **25.0 Holy Rosary and St Anne's Catholic Primary School (June 2011)**

- 25.1 Grade: 3
- This is a satisfactory school. Focused leadership is rapidly tackling low attainment in English and mathematics. Pupils' learning and progress are currently satisfactory and are improving rapidly and sustainably. Children make a good start in the Early Years Foundation Stage that has recently been redeveloped. The good progress that these children now make prepares them well for future learning. A real strength of the school is the good provision for the care, guidance and support of pupils. Pupils feel very safe and behave well in a welcoming learning environment; they are keen to attend school and attendance is high. Good use is made of strong partnerships to provide good specialist support for pupils who need it.

- 25.2 The new leadership team, with good support from the governing body, has quickly and effectively identified areas of provision that require improvement. A good school improvement plan addresses these priorities and is well supported by a well considered staffing plan. Leaders are successfully addressing these priorities that include secure leadership and management at all levels, teachers being held to account for the performance of their class through regular reviews of pupils' progress and professional development to improve teaching and the use of assessment. The impact of this work is seen in the improving quality of teaching and curriculum planning. Pupil progress is also accelerating. Therefore, the school's capacity for sustained improvement is satisfactory.
- 25.3 The school works effectively to meet the needs of different groups of pupils. The exceptionally high proportion of pupils who arrive from other schools at Key Stage 2, often having additional learning needs, challenges the school's ability to raise overall attainment by the end of Year 6. Current provision for these pupils is outlined in the new arrivals policy, but the analysis of their needs is not as refined as it needs to be. The quality of teaching is satisfactory and there are many signs of improvement. However, it is inconsistent. Some high-quality teaching was seen but weaker lessons lack pace and challenge. A small minority of staff do not understand how the clear definition of learning outcomes can help them to accurately assess progress and plan effective lessons to meet the needs of different groups of pupils. Not all staff take a collective responsibility for pupils' progress.
- 25.4 Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 25.5 **What does the school need to do to improve further?**
- Raise attainment in English and mathematics for all groups of pupils by:
    - developing and extending the new arrivals policy to include additional support and monitoring for pupils who arrive from other schools, often with a legacy of low attainment
    - rigorously evaluating the performance of pupils who arrive throughout the year in order to develop personal learning plans to support specific needs
    - reviewing the impact of the new calculation policy and amending it as necessary
    - adapting the English curriculum in order to engage and motivate boys more effectively.
  - Improve the consistency of teaching and learning so it is at least good by:
    - ensuring that all classroom staff have a clear understanding of learning outcomes to inform assessment
    - making sure that all teachers use accurate assessment to plan lessons for all groups of pupils
    - ensuring that all lessons are challenging and that expectations are high
    - fostering a culture of collective responsibility for the progress of every child to the end of Year 6 and beyond.
- 26.0 **Hunslet St Mary's Church of England Primary School (November 2011)**
- 26.1 Grade: 3
- This is a satisfactory school. It has some good features and makes a considerable difference to the personal development of its pupils through its good care, guidance and support. The vast majority of parents and carers who returned the inspection

survey are highly supportive of its work.

- 26.2 Following a period of considerable staffing change and trauma associated with bereavement, the school is moving forward under the leadership of the headteacher and staff. Children get a good start to their learning within the Early Years Foundation Stage. They enter Reception with basic skills that are below those typical for their age. They make good progress in this Key Stage because of the good teaching, curriculum and leadership and management. School data and inspection evidence show that pupils' progress and achievement throughout the rest of the school is satisfactory, but improving steadily. Attainment has risen and in the majority of classes is now broadly average, although weaknesses remain in the proportion of higher National Curriculum levels gained.
- 26.3 Pupils enjoy their time in school and feel safe and highly valued. Attendance is average but improving rapidly. The quality of teaching is satisfactory. In some lessons it is good but the majority of lessons lacks sufficient pace and challenge, notably for the more-able pupils. In some lessons pupils' speaking and listening skills are underdeveloped, there is too much teacher talk, limited opportunities for pupils to work independently and inconsistent use of target-setting. The good curriculum has strengths in the arts, sport, in the use of information and communication technology (ICT) and in developing pupils' understanding of the wider world. Pupils' strong sense of community, engendered by the school's effective promotion of community cohesion, and their sensible behaviour, contribute well to their good spiritual, moral, social and cultural development.
- 26.4 The school has a clear understanding of its strengths and where it needs to improve. It has recently restructured staffing and introduced new ways of working to better target underachievement. Some of these practices have yet to impact, however, and aspects of subject leadership, planning and the evaluation of pupils' progress have still to be fully developed. Consequently, the schools' capacity for sustained improvement is satisfactory.
- 26.5 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 26.6 **What does the school need to do to improve further?**
- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by:
    - ensuring that lessons have sufficient pace and challenge, especially for the more-able pupils
    - developing pupils' speaking and listening skills so that they learn more effectively from each other and adults in lessons
    - further developing the use of individual learning targets for English and mathematics, to help raise the expectations of both pupils and staff about learning
    - limiting the amount of teacher talk in lessons and helping pupils to learn more independently of adult support.
  - Improve leadership and management by:
    - securely implementing the new practices for the more frequent monitoring of pupil progress, so that more timely action can be taken to respond to pupils' learning needs
    - develop the role of subject leaders so that they can more effectively contribute to the monitoring of teaching and learning

- bring a sharper focus to development planning so that improvement actions can be more effectively evaluated.

## **27.0 Kerr Mackie Primary School (February 2011)**

### **27.1 Grade: 3**

Kerr Mackie is a satisfactory school which, under the focused leadership and management of the headteacher and senior staff, is emerging from an unsettled period and showing early signs of improvement. This is most evident in the Early Years Foundation Stage where the inadequacies identified during the last inspection have been eliminated and the quality of provision has been raised to good.

**27.2** The progress pupils make in Key Stages 1 and 2 is satisfactory overall and by the end of Year 6 their attainment is broadly average. Improvements in attainment at the end of reception are quite recent but are not being built upon well enough in Key Stage 1. Many aspects of pupils' personal development are satisfactory and their appreciation of the need for a healthy lifestyle is good. Staff pay careful attention to pupils' safety and welfare and the school has a strong sense of community.

**27.3** While the teaching in Key Stages 1 and 2 is mostly satisfactory, variations in quality influence pupils' learning. The best lessons are planned and delivered with creativity and flair and stand as examples of good practice for other to gain from. At times, in an attempt to cover a large amount of material, teachers fail to discuss and question sufficiently and opportunities to extend and deepen pupils' knowledge and understanding are missed. The strategies teachers use to maintain class discipline and ensure pupils' good behaviour are far more effective in some lessons and classes than in others. On occasions, lessons are adversely affected by excessive noise or pupils' lack of attention.

**27.4** With the exception of provision in the Early Years Foundation Stage, many key aspects of the school's work, including pupils' progress and the quality of teaching, have remained satisfactory. Senior leaders and managers monitor the work of the school systematically, form an accurate picture of its performance and plan carefully for its improvement. These plans are shared with other staff, but this is not enough to ensure their complete understanding or to enable them to play an active role in the school's development. The governing body understands and supports the school well but many governors are relatively new and still to acquire a full understanding of how to hold the school fully to account and challenge it to improve. Taking all factors into account, the school's capacity for improvement in the future is satisfactory.

**27.5** Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Accelerate the progress pupils make in Years 1 to 6 and improve the quality of teaching by:
  - sharing the most effective practice fully across the school
  - utilising effective behaviour management strategies and applying them consistently
  - taking time to discuss work and question pupils to deepen their knowledge and understanding.

- Raise attainment in Key Stage 1 by ensuring teachers take fully account of the skills and abilities children are now gaining in Early Years Foundation Stage and build securely on the good start they are making.
- Increase the effectiveness of leadership and management by:
  - providing all staff with a full understanding of the school's priorities for improvement and a clear role to play in its development
  - increasing the ability of the governing body to hold the school to account and challenge it to improve.

## **28 Kippax Greenfield Primary School (November 2011)**

### **28.1 Grade: 2**

Kippax Greenfield Primary School is a good school. It has made considerable improvement since the last inspection, as a result of the outstanding work of senior leaders in raising expectations and driving improvements, and the concerted efforts of all staff in improving teaching and pupils' learning. Consequently, the quality of teaching and assessment and pupils' progress is consistently good. Exceptionally strong partnerships through the Brigshaw Cooperative Trust have also made a highly effective contribution to this. All staff and members of the governing body have a clear understanding of the school's strengths and weaknesses, due to the school's rigorous monitoring and evaluation. There is a clear and accurate consensus as to what needs to be done to secure continued improvement. This means the school has good capacity for further sustained improvement.

**28.2** Attainment by the end of Year 6 has been close to the national average over the last three years. In national tests at the end of the last school year a lower than average proportion of pupils reached the higher Level 5 in English and mathematics. In the same year, by the end of Key Stage 2, girls attained more highly than boys in English and boys did better in mathematics. However, pupils' progress throughout the school has improved significantly and is now good. From broadly average starting points in Year 1, pupils' attainment has increased relative to their age in all year groups. Pupils' work in the current Year 6 shows no significant differences between the attainment of boys and girls, and a greater proportion of the year group is on track to reach the higher Level 5 in both English and mathematics.

**28.3** In lessons seen during the inspection, the quality of teaching and assessment were consistently good and, occasionally, outstanding. Consequently, pupils are now making good, and sometimes outstanding, progress in lessons throughout Key Stages 1 and 2. However, in some lessons there is a slight delay before pupils are set to work independently, which restricts the opportunities for them to practise their skills, and in particular, limits the time available for them to write at length. Also, in a few mathematics lessons, the work set for some pupils is either slightly too hard or too easy. The good curriculum is also helping to ensure pupils' increasingly rapid progress in the basic skills of literacy, numeracy, and information and communication technology. Good care is taken of pupils. This is helping them to feel safe and happy and to focus on learning.

**28.4** Children in the Reception class make satisfactory progress. However, some more-able children are not progressing as rapidly as they could in language, literacy and numeracy, because they are not challenged consistently. Observations are made of their learning, but are not used systematically to plan the next steps for individuals. Children are interested in their learning, but some activities lack the necessary focus to sustain concentration and develop independence. Provision indoors and outside reflects the areas of learning, but resources and the

environment lack the quality to stimulate children's curiosity and imagination.

28.5

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

- Further raise attainment in English and mathematics by:
  - ensuring pupils have more regular opportunities to practise their skills, in particular, to write at length
  - ensuring work in mathematics provides the right degree of challenge for pupils of all abilities
  - sharing and building on the particular expertise and strong practice which already exist in the school in the teaching of these subjects.
- Increase the rate of children's learning in the Early Years Foundation Stage by:
  - improving the quality of the environment indoors and outside
  - using children's interests to provide a sharper focus for activities across the areas of learning
  - providing greater challenge to accelerate learning, based on the next steps identified in children's learning stories, particularly for more-able children in language, literacy and numeracy.

29.0

**Low Road Primary School (March 2011)**

29.1

Grade: 2

This is a good school. In this caring, very safe and welcoming setting, pupils show good attitudes to learning and their behaviour is outstanding. Older pupils are wonderful role models. They are consistently thoughtful, very mature, polite and respectful, and encourage one another to reach the school's high expectations. Pupils say they feel totally safe. These good personal attributes, along with their good academic progress from starting points that are often well below average, ensure that pupils are well placed to be successful in the future. Pupils know the importance of attending school regularly. A minority of pupils, however, do not attend regularly enough and this is affecting their progress. Efforts to promote good attendance with parents and carers are starting to pay dividends, although some opportunities to do so remain overlooked.

29.2

Children make good progress in the Early Years Foundation Stage, although adults sometimes miss opportunities to develop children's communication skills because assessment is not yet rigorous enough to ensure that planned activities are always well matched to individuals' needs. Pupils continue to learn well until the end of Year 6, where attainment is broadly average. The proportion of pupils reaching the expected levels of attainment by Year 6 is rising, particularly in mathematics and writing, though attainment in reading lags behind a little. This reflects the good quality of the teaching and the effective curriculum provided. Pupils of all ages make good progress, and in Years 5 and 6, learning accelerates at a particularly good rate. Contributing to this is the good understanding that older pupils have of what they need to do to reach their challenging learning targets. These practices are not yet as effective with younger children, particularly in reading. Pupils with special educational needs and/or disabilities also make good progress, particularly in mathematics. This is because teachers make very good use of their assessments of pupils' mathematical abilities to provide work and deploy support staff to good effect. These good practices, however, are not used as effectively to plan activities to develop pupils' literacy skills.

29.3

Since the previous inspection, the school has moved forward at a good rate and the capacity to sustain improvement is good. Improvements to the quality of provision, particularly in teaching and in the Early Years Foundation Stage are

contributing to rising attainment. A key factor in the school's success is the strong partnership established through the federation, effectively steered by the headteacher. Continual sharing of leadership roles, staff expertise, best teaching practices and resources all combine successfully to enhance the quality of education. Leaders and managers track and analyse pupils' progress regularly and rigorously. Their accurate evaluations enable them to pinpoint appropriate improvement priorities. Leaders know that their next steps are to review and monitor closely the impact of new initiatives aimed at improving attendance and at raising attainment in English, particularly in reading.

29.4

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

- Improve attendance further, particularly of the pupils whose attendance falls below 95% by:
  - improving written and verbal communication with parents and carers
  - improving the rigour with which leaders review attendance information.
- Raise attainment further, particularly in English, by:
  - strengthening the procedures to assess children's communication skills in the Early Years Foundation Stage and using this information to ensure the activities provided meet children's precise learning needs
  - making sure that pupils of all ages are clear about the steps they need to take to attain their learning targets, particularly in reading
  - improving the arrangements for assessing the literacy skills of pupils with special educational needs and/or disabilities
  - ensuring leaders closely monitor the impact of new improvement initiatives on raising attainment, particularly in reading.

30.0

**Lower Wortley Primary School (March 2011)**

30.1

Grade: 2

This is a good school. As a result of good leadership and its impact, attainment has risen year-on-year since the last inspection.

30.2

The attainment of children entering the Nursery is below that typical of their age overall. Nevertheless, because of the good provision, they progress well in the Early Years Foundation Stage and by the end of their year in the Reception class are working comfortably within the early learning goals. Pupils' progress in Key Stage 1 and Key Stage 2 is accelerating because of improved teaching. As a consequence, attainment is broadly average by the end of Year 2. By the end of Year 6, attainment is above average in English and well above average in mathematics. Pupils achieve exceptionally well in ICT and in French. They have been successful in combining skills in both subject to produce first-rate story books in French.

30.3

Pupils achieve well because of good teaching and a well-thought-out curriculum. However, although the quality of teaching is good in most lessons and many have outstanding elements. On occasions, the introduction to lessons is too long for pupils and the pace slows. This reduces pupils' rate of progress. Teachers plan well for the needs of pupils of differing abilities in English and mathematics lessons, but do not do so as effectively in topic work. Through daily routines and an effective programme for their personal and social education, all pupils make good gains in their spiritual, moral, social and cultural development, gaining a range of skills which prepares them well for the next stage of their lives. They receive beneficial support and guidance. The care given to pupils whose circumstances may have made them vulnerable is outstanding. Attendance is average. Leaders have reduced the number of persistent absentees but have not been successful in



reducing the number of families who take holidays in school time which lowers the attendance figures. The school does not give certificates or other acknowledgements for good and full attendance, which disappoints pupils.

- 30.4 Leaders know the school well and have a proven track record of improving it. The previous issues to raise standards and to raise the achievement of average ability pupils have been fully remedied. Self-evaluation is accurate and staff are clear about what is needed to raise attainment further. Their knowledge and enthusiasm contribute to the school's good capacity to continue to raise pupils' attainment and drive school improvement.

30.5 **What does the school need to do to improve further?**

- Ensure the quality of teaching is at least good in all lessons by:
  - making sure an appropriate amount of time is spent on lesson introductions
  - maintaining pace and a sense of urgency in all lessons
  - being more precise about what pupils of differing abilities will learn in topic work.
- Improve attendance by:
  - providing incentives such as certificates for pupils who attend well
  - working with families to reduce the number of holidays taken in term time.

**31.0 Manston Primary School (May 2011)**

31.1 Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school is now providing a satisfactory and improving quality of education and it provides satisfactory value for money. There are many good features in the work of the school, for example, teachers provide a good curriculum for the pupils. The provision of care, guidance and support is equally strong and this contributes to pupils' good progress in most aspects of their personal development and well-being. The governing body is making a good contribution to the school's improvement by monitoring pupils' outcomes carefully and asking searching questions about how the school can improve them further.

- 31.2 Validated data for 2010 show that attainment in English and mathematics at the end of Key Stage 2 has improved since the previous inspection and is now broadly average. Lesson observations, analysis of pupils' work and school information about pupils' achievements indicate that this improvement has been sustained and further extended in 2010–11. Attainment is improving because pupils are making better progress in all classes. When children start school, their skills and knowledge are below those expected for their age. They make good progress in the Early Years Foundation Stage, and then their progress slows in Key Stage 1 where teaching is largely satisfactory. Progress in this key stage has improved since the previous inspection, however, pupils are still not attaining as much as they should by the end of Year 2 and this applies especially to the more able. Pupils' progress picks up in Key Stage 2, accelerating rapidly in Years 5 and 6 where there is outstanding teaching.

- 31.3 Where pupils' progress slows, it is because there are insufficient interesting and challenging activities to provide a good pace of learning. Progress speeds up in Years 5 and 6 because teachers provide an excellent climate for learning in which pupils are engrossed in solving problems, interpreting literature and debating current issues. The school has improved provision for pupils with special educational needs and/or disabilities and they are now achieving more. For

example, pupils who have a statement of special educational needs are well supported and fully included in all lessons and extra-curricular activities. As a result, they are making good progress in developing their social and communication skills.

31.4 Attainment is rising because of improvements in leadership during the past year. A member of the governing body accurately summed it up as a shift from 'soft focus to high definition'. This is especially true in the much more analytical use of pupils' progress data to hold each teacher to account for their contribution to raising attainment. The driving force for this improvement is the hard work of the literacy and numeracy leaders, one of whom was recently appointed as deputy headteacher. They have considerably increased the school's capacity to sustain improving standards. However, this capacity is still satisfactory because, whilst other school leaders are improving their contribution to school improvement, they still provide colleagues with insufficient guidance as to how they can improve their teaching from satisfactory to good. In addition, the leadership team does not contribute enough to providing an accurate evaluation of the school's remaining weaknesses so that they can tackle these more effectively.

31.5 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

31.6 **What does the school need to do to improve further?**

- To improve pupils' progress and raise standards of attainment, the school should take the following actions:
- Improve the consistency of good or better teaching, particularly in Key Stage 1, by:
  - ensuring that work provides appropriate challenge for all groups of pupils, especially those who are more-able
  - increasing the pace of learning by planning sharply focused lessons that allow plenty of time for pupils to extend their skills in interesting activities.
- Improve the leadership team's positive impact on pupils' outcomes by;
  - ensuring that all members of the middle leadership team have clear responsibilities for improving aspects of teaching and learning across the school
  - providing guidance to individual teachers that will help them to improve their practice from satisfactory to good
  - sharpening up school self-evaluation so that the leadership team has greater clarity about where they need to focus their efforts in order to improve pupils' progress.

32.0 **Micklefield Church of England Voluntary Controlled Primary School (March 2011)**

32.1 Grade: 3

This is a satisfactory school. It has increasing strengths and has successfully taken action to address weaknesses identified in the last report. Accurate assessments show standards are rising and this is confirmed through lesson observations and pupils' work. All groups of pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, are making at least satisfactory progress. Many are making good progress and detailed data shows most are on track to achieve their challenging targets. Overall attainment by the end of Year 6 is broadly average and achievement is satisfactory. However, some pupils, particularly in Key Stage 2, are still catching up on past

underachievement.

- 32.2 The school shows clear evidence of improvements in most aspects of its work but these have not yet been fully consolidated. For example, much teaching is currently good but progress remains satisfactory because improvements are recent. The improved assessment system gives teachers an accurate picture of how well pupils are doing and most teaching makes effective use of this data to tailor activities to the learning needs of pupils of different abilities. Sometimes, however, tasks are not demanding enough for pupils at different attainment levels to produce the rapid progress needed to eradicate past underperformance. The curriculum has been successfully improved to a good level, with particularly effective action to capture pupils' interests through cross-curricular learning.
- 32.3 The school is particularly effective in giving pupils good care, guidance and support. At the heart of this, all pupils are very well known as individuals and a positive and caring ethos supports them well. Pupils' behaviour is satisfactory overall although much is good and most pupils show positive attitudes to lessons. The school has good systems to deal with any unacceptable behaviour and there is a good balance between sanctions and rewards. Pupils say they are confident that all members of the staff will support them should they have concerns. The school's recent effective action to address declining attendance exemplifies its good systems for care, guidance and support. The overall rate of attendance has risen, although pupils' absences remain too high and, as a result, over time, some pupils' progress has been restricted.
- 32.4 Senior leaders' self-evaluation is secure; they know the school's strengths and have accurately identified the correct areas for development. They are rigorously tackling all areas requiring improvement and their vision for improvement is fully shared by staff and governors. Subject leaders and governors are both playing more active roles in aiding the school's development although this has not yet had enough time to impact fully. The scale of improvements already made provides ample evidence of a satisfactory capacity to improve.
- 32.5 Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.
- 32.6 **What does the school need to do to improve further?**
- Take further action to raise the levels of pupils' attendance.
  - Raise pupils' attainment by:
    - sharing the best teaching practice that is currently within the school
    - using assessment information to plan tasks to boost progress where the legacy of past underachievement remains.
  - Extend the impact made by subject leaders and the governing body by:
    - providing necessary training and support for widened management roles
    - facilitating opportunities for direct monitoring and feedback.

### **33.0 Middleton Primary School (September 2011)**

- 33.1 Grade: 2
- This is a good school. The school leaders' accurate and perceptive self-evaluation has identified the right areas for development and established a firm commitment to improve the quality of provision and raise attainment. Leaders have taken rigorous and effective action and, as a result, good teaching now ensures all pupils make overall good progress through the school from their generally very low

starting points. By the end of Year 6, pupils' attainment is now close to the national average, although the proportions of pupils reaching the higher levels of attainment remain relatively low. Pupils of all backgrounds and abilities, including those with special educational needs and/or disabilities, achieve well. The clear success of the current developments, the effective teamwork that is developing and the strong sense of ambition in the school indicate a good capacity to improve further.

- 33.2 Assessment systems are detailed and accurate, giving staff a clear picture of how well pupils are doing. Senior staff analyse this data extremely thoroughly to ensure pupils whose circumstances make them potentially vulnerable continue to thrive and to successfully target action, for example where groups of pupils make slower rates of progress. Many consistently strong features of teaching, such as good relationships and organisation, ensure good progress. Teachers mostly plan work well for pupils of different abilities leading to good learning. However, in some lessons, there is insufficient challenge, particularly for higher-attaining pupils. In a small minority of lessons, teachers' over-extended explanations reduce the time available for pupils to work independently.
- 33.3 The headteacher's rigorous action to improve leadership and management is proving effective and senior staff develop the school well. Middle leaders take a greater lead in overseeing their subjects, but do not yet play a full role in monitoring and evaluating developments and steering further improvements. The governing body is supportive and governors understand the school's strengths and weaknesses. However, their role in steering the school's strategic direction and monitoring the school's work is relatively limited.
- 33.4 The school gives good care, guidance and support for pupils, within a very strong ethos of care and shared commitment to the needs of each child. There is a very strong sense of community in the school and pupils of different backgrounds mix readily and cohesively. Very strong partnerships with a wide range of agencies and outside bodies ensure effective support for pupils and their families who, due to their circumstances, are potentially vulnerable. Recent effective action has led to good improvements in levels of attendance and punctuality. Pupils' good behaviour, high levels of enthusiasm and their desire to do well indicate the success of the school's approach.
- 33.5 **What does the school need to do to improve further?**
- Take further action to ensure teaching is good or outstanding by:
    - reducing time lost through over-extended introductions
    - ensuring greater challenge, particularly for higher-attaining pupils.
  - Strengthen leadership and management further by enhancing the roles of:
    - middle leaders in evaluating the development of their subjects and steering further improvements
    - the governing body in steering the strategic direction of the school and monitoring work and developments.

**34.0 Middleton St Mary's Church of England Voluntary Controlled Primary School (October 2011)**

- 34.1 Grade: 3  
In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school now provides a satisfactory education for its pupils.
- 34.2 The achievement of pupils is satisfactory. They enter the school with skills and

abilities that are usually well below what is expected for children of their age. They make good progress in the effective Early Years Foundation Stage and satisfactory progress overall by the time they leave the school. Inspectors found that pupils' attainment and the progress they make in Key Stages 1 and 2 are improving swiftly and securely, although standards in English and particularly mathematics remain low. Although pupils' writing skills have improved, there are not enough opportunities for them to write at length in other subjects, including science, or to draft their work using information and communication technology (ICT). Work in mathematics for older pupils focuses heavily on number work and not enough on other aspects of mathematics, and marking in the subject does not always inform pupils of how they can improve their work. The key factor behind pupils' rising attainment and faster progress is the strong improvement in the quality of teaching, which is now good. Under the purposeful and determined leadership of the headteacher, and with the help of the local authority, staff have worked hard since the previous inspection to strengthen their classroom skills, however, some teaching does not engage pupils enough in their learning. Pupils with special educational needs and/or disabilities now make good progress, as a result of better teaching and an increase in the well-targeted, good quality support they receive. However, pupils who are more-able are not always fully challenged in lessons.

- 34.3 Contributing to pupils' rising attainment and faster progress are the good care, support and guidance which they receive from the school. These help pupils become settled and prepared for learning. A further factor is the good links with parents and carers who are kept well informed of their children's progress and who are increasingly involved by the school in their learning. Average attendance, the improving attainment in mathematics and English and satisfactory skills in ICT, mean that pupils are adequately prepared for the future world of work and study. Behaviour is satisfactory and pupils enjoy school and feel safe there. They have a well-developed understanding of how to lead and maintain a healthy lifestyle and also make a good contribution to the school and the wider community. There are strong links with the local church and during the inspection pupils led the church's harvest festival. Pupils' spiritual, moral, social and cultural development is good.
- 34.4 The satisfactory curriculum is focused on improving pupils' basic skills. However, it does not provide enough opportunities to stretch more-able learners or fully meet the needs of some less-able young pupils in Key Stage 1, who would benefit from greater access to the Early Years Foundation Stage curriculum. There is not enough use of ICT by pupils in lessons. Leadership, including governance, is satisfactory. Leaders have successfully arrested the decline in attainment identified at the last inspection. The school's evaluation of its effectiveness is broadly accurate. Leadership roles have recently been reorganised. Some newly appointed middle leaders and subject managers do not yet monitor and evaluate teaching and learning in the areas for which they are responsible. Procedures for the safeguarding of pupils are good.
- 34.5 The improvement in teaching, the rising attainment and faster progress of pupils and the improved outcomes for pupils with special educational needs and/or disabilities mean that the school has a satisfactory capacity to improve.
- 34.6 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 34.7 **What does the school need to do to improve further?**
- Raise attainment in English and mathematics by:

- developing pupils' writing skills by providing more opportunities to write at length in science and other subjects and opportunities to draft and edit work using ICT
  - providing older pupils with a wider range of mathematical learning activities including more problem-solving and practical activities and work on shape, space and graphs
  - providing more challenging work for more-able pupils
  - using a wider range of teaching styles to fully engage pupils and meet their learning needs
  - strengthening assessment procedures in mathematics so that pupils know the next steps they must take to improve.
- Strengthen leadership and management by:
    - providing training to develop the roles, responsibilities and skills of departmental leaders and subject managers so that they are accountable for the quality of teaching and learning within their areas of responsibility.
  - Improve the curriculum by:
    - extending the Early Years Foundation Stage curriculum into Key Stage 1 in order to meet the needs of less-able pupils
    - increasing opportunities for pupils to use ICT in their learning.

### **35.0 Moor Allerton Hall Primary School (February 2011)**

#### **35.1 Grade: 3**

This is a satisfactory school. Attainment is low but the rate of pupils' progress is improving securely and quickly in many areas. The progress pupils make and the level at which they achieve in relation to their low starting points are satisfactory..

**35.2** Behaviour is good and pupils get on well together. There are a few pupils who find difficulty adjusting to routines but they are managed well, particularly by the learning mentors and through the 'Nurture' provision. Attendance rates have been below average but are now at average levels and improving. This is because the school's management has been rigorous and persistent in following through on absences. Pupils say they feel safe and secure in school and their ease of manner and smiling faces show that they are. They have a good understanding of the diversity of society and they show great interest in the many faiths and home languages represented in their school. Participation rates in sporting, artistic and cultural activities are, however, low.

**35.3** Teaching is satisfactory and improving. There have been improvements in teaching over recent months, evident in the good learning and progress in many of the lessons observed. Staff recognise that there needs to be a greater emphasis on developing pupils' speaking and listening skills but they are not yet using all the strategies at their disposal. In the Early Years Foundation Stage there is not the rapid and secure improvement in learning seen elsewhere in the school. This is because teachers' planning and the use of clear learning objectives for all activities are not well developed. The outside learning area has yet to be exploited fully for independent learning.

**35.4** Self-evaluation is accurate and all know that the school is at a crucial turning point in its development. All the indications are that the recent improvements in attainment and in learning and progress achieved under interim leadership are secure and that the school has satisfactory capacity to improve further. Accurate and rigorous assessments of pupils' progress in the autumn and early spring

confirm this judgement. The governing body realise that the establishment of permanent leadership for the school is a priority. They have effective support from the local authority in planning for this development.

35.5 Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

35.6 **What does the school need to do to improve further?**

- Raise attainment across the school by consolidating and building on the recent and rapid improvements in pupils' progress.
- Improve pupils' speaking and listening skills by:
  - encouraging them to explain how they have arrived at an answer or formed a view
  - promoting whole-class discussion, where pupils can comment on and challenge what others have to say
  - extending opportunities for pupils to present their work to the class as a whole.
- Speed the rate of children's progress in the Early Years Foundation Stage by:
  - ensuring that planning covers all six areas of learning in depth
  - making sure that activities have a clear learning purpose that is understood by the children
  - exploiting the outside provision fully for children to find out things for themselves.

36.0 **Moortown Primary School (November 2011)**

36.1 Grade: 1

Moortown is an outstanding primary school. All pupils attain highly by the time they leave the school, having achieved outstandingly well both academically and in their personal and social skills. No pupils are left behind because they thrive in what they and their parents and carers typically describe as, 'a family' setting. Pupils are happy at school because they really enjoy learning and take great pride in their work. Pupils of all ages relate exceptionally well with each other. A number of aspects of their personal development are outstanding, including the extent to which they feel safe, their behaviour, the contribution they make to the community and their spiritual, moral, social and cultural development.

36.2 The main reason for the school's success is that its leaders have built well on a strong foundation, and there is no hint of complacency. The governing body sets the tone with high expectations, ably supported by school managers. The whole staff works as an effective team, all pulling in the same direction. As a result, morale is high.

36.3 The care, guidance and support for each pupil are outstanding and this enables every boy and girl in Years 1 to 6 to achieve their potential. This includes pupils with special educational needs and/or disabilities, and those from all of the minority ethnic groups. It contributes very significantly to the outstanding achievement of all groups of pupils. While pupils in Years 1 to 6 make outstanding progress, the satisfactory progress made by children in the Early Years Foundation Stage means that learning and progress across the school overall, is judged to be good.

36.4 Pupils benefit from the outstanding curriculum. The contribution made by the non-teaching staff is enormous, both through the precisely targeted interventions given to individuals and the way the school uses their considerable expertise to teach

subjects such as art and design, music, religious education and 'e-safety'.

36.5 The quality of teaching is good. Every teacher strives to set high expectations and all the pupils respond to this in lessons and in the way they conduct themselves. Staff are outstanding role models for pupils. The school's systems for tracking pupils' progress are meticulous and effective. Provision in the Early Years Foundation Stage is satisfactory and limits children's learning and progress.

36.6 Outstanding aspects of leadership and management include safeguarding procedures, partnerships with other schools and agencies and how the school promotes equality of opportunity. Because of the school's outstanding outcomes, it provides excellent value for money. The school has good capacity to improve further. This is because of strong leadership at all levels as shown by the significant improvements in very many areas of its work as well as accurate school self-evaluation. Capacity to improve is not outstanding because one important issue identified at the school's previous inspection, the provision in the Early Years Foundation Stage, has not been successfully addressed by the school's leadership and governance.

36.7 **What does the school need to do to improve further?**

- Improve the provision in the Early Years Foundation Stage to enhance children's learning and progress so that it matches that in the rest of the school by:
  - ensuring planning provides a clear view of expected learning outcomes and focuses sufficiently on outdoor activities
  - providing a broader range of activities, both indoors and outside
  - ensuring greater challenge is given to the more-able children
  - ensuring evaluation of this part of the school is robust.

**37.0 Oakwood Primary School (January 2011)**

37.1 Grade: 3  
Oakwood is a satisfactory school. Pupils enjoy learning, morale is high and staff are working together to take the school forward. Parents and carers are pleased with all that the school offers.

37.2 The school has sustained good provision in the Early Years Foundation Stage where children make a good start to their education in a stimulating and creative environment. Progress from Years 1 to 6 is securely satisfactory and is improving rapidly. Although attainment remains well below average it is rising and is no longer exceptionally low, as it was at the last inspection. All pupils, including the many who speak English as an additional language and those with special educational needs and/or disabilities, are making at least satisfactory progress. and the school is narrowing gaps in achievement.

37.3 Welcoming classrooms, structured teaching, interesting topics, practical activities and partner work all account for why pupils enjoy their lessons and are achieving better than before. However, there remains a long legacy of under-achievement to overcome. Teaching and learning are satisfactory and some teaching is good. Where teaching is less successful it is because pupils are not quite sure what they have to do, the pace is slower and activities lack challenge so that pupils finish tasks early and time is wasted. The curriculum is good and supports very effectively pupils' mainly good personal development.

37.4 Pupils are keen to learn, are confident that they feel safe, behave well and put into



practice the good advice they receive about staying safe and healthy. Nearly 30 different languages are spoken in school and pupils come from many different nationalities and backgrounds. They work and play happily together so that the school is a vibrant and harmonious community. Pupils are keen to contribute through membership of the school council but there are few other responsibilities that they can undertake.

37.5 Key elements in the school's growing success are the good-quality care, guidance and support and the complementary skills and expertise of the headteacher and deputy headteacher. The headteacher works very effectively with staff, parents and carers and outside agencies to make sure the school is a safe, exciting and secure environment. Numerous support programmes help pupils to catch up and to boost their confidence. Pupils who arrive in school speaking little or no English are warmly welcomed and helped to adjust and settle quickly. Self-evaluation is satisfactory. The regular tracking and analysis of pupils' progress is now well-established. The role of middle managers in monitoring the progress of pupils and evaluating the quality of work being done is under-developed. The school is well-supported by the local authority. Improved attendance, a better curriculum and more secure learning by pupils show that the school has satisfactory capacity to sustain improvement.

37.6 **What does the school need to do to improve further?**

- Improve the consistency of teaching by:
  - increasing the pace of lessons by timing activities and reducing the amount of time that teachers talk at the start of some lessons
  - planning for greater challenge in learning
  - ensuring pupils are aware of their independent tasks by giving them clear explanations and demonstrations.
- Strengthen the impact of middle leadership by:
  - developing leaders' roles in monitoring and evaluating the quality of provision in their curriculum areas
  - ensuring leaders take a more prominent role in tracking the progress that pupils make in their curriculum areas.
- Increase the range of opportunities for pupils to undertake responsibilities in school.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

38.0 **Park Spring Primary School (July 2011)**

38.1 Grade: 3  
In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

38.2 Park Spring is a satisfactory school. The school has made some significant changes for the better in the past year. As a result of clear-sighted and determined leadership, children are now thriving in the much-improved Early Years Foundation Stage unit. They are developing enthusiasm for learning as a result of exciting experiences and better opportunities to acquire new skills. The school has made satisfactory progress in the other areas for improvement highlighted by the previous inspection. These were to strengthen monitoring and evaluation of the work of the school and to improve the quality of teaching and assessment, particularly in Key Stage 1.

- 38.3 From starting points which are generally below those expected for their age when entering Nursery, pupils make satisfactory progress and sometimes better progress and reach average attainment by the end of Year 6. Pupils with special educational needs and/or disabilities make progress comparable with their peers. Outcomes are satisfactory overall and good in terms of healthy living and feeling safe. The last two aspects are given particularly effective emphasis in the satisfactory curriculum and through the care and support pupils receive from the staff.
- 38.4 The quality of teaching is satisfactory. Improved systems for checking on pupils' progress have had a positive effect. Teachers now assess and plan more effectively. Lessons are coherent and interesting and give pupils opportunities to practise their skills. Marking is becoming more consistent in giving pupils helpful guidance. All this is helping to raise attainment; for example, the school's recent assessments of pupils in Year 2 suggest an improvement in attainment in Key Stage 1. However, pupils' work shows variable progress over time and too much catching up is needed in the later stages of Key Stage 2 to ensure attainment is at least average by the end of Year 6.
- 38.5 English, and in particular writing, remains a relatively weaker area and the presentation of work is often untidy. Pupils' behaviour is satisfactory. Attendance is slightly below average. Pupils are quite often unclear about how to do their work well because they do not understand its bigger purpose and marking does not always give precise feedback. Teachers do not always make good use of assessment information to build on prior learning or to meet the different needs of learners in the class. In Key Stages 1 and 2 there is limited evidence that pupils undertake independent and self-directed work. Whilst monitoring and evaluation of teaching are more regular, they have not yet firmly established high expectations of pupils' capabilities.
- 38.6 Generally improving trends in performance and an honest, well-informed self-evaluation indicate a satisfactory capacity to improve further. Despite a few concerns being articulated at a time of change, a large majority of parents and carers who expressed their views indicated their confidence that the school is serving their children well. A number commented on the positive effect of changes in the Early Years Foundation Stage. As well as leading rapid improvement in the setting, the acting headteacher has begun to communicate higher expectations for the whole school. An ambitious yet realistic plan for improvement has been written. There is a clear focus on improving outcomes for all pupils. Planning for the future senior team has ensured roles and responsibilities are well defined. Staff express warm support for the agenda for change.
- 38.7 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 38.8 **What does the school need to do to improve further?**
- Improve pupils' achievement by ensuring consistently good progress across the age range, particularly in writing.
  - Ensure teaching meets the needs of all pupils well by:
    - using assessment information and checks on understanding to ensure work is adapted to meet the different needs of pupils in the class
    - providing good opportunities for independent learning.
  - Ensure systems for monitoring and evaluation embed high expectations in all classrooms.

### **39.0 Pudsey Primrose Hill Primary School (September 2011)**

#### **39.1 Grade: 1**

Pudsey Primrose Hill is an outstanding school. Pupils attain highly and make exceptionally rapid progress in developing a broad range of knowledge and skills for the future. Parents and carers who responded to the questionnaire are unanimous that they are happy with their child's experience at the school. Pupils are confident, friendly and highly supportive of one another and take great pride in their school and in their achievements. All of their outcomes are outstanding.

39.2 The school's success is the result of exceptional leadership and a very strong sense of purpose shared among all staff. The school has built on its numerous strengths and is swift in responding to areas it identifies as needing improvement. For example, meeting the needs of higher-attaining pupils at Key Stages 1 and 2 and improving the skills of boys in the Early Years Foundation Stage are priorities for this year. Already there is clear evidence that the needs of both these groups are being met exceptionally well in lessons and in the activities provided in the Nursery and Reception classes. Pupils with special educational needs and/or disabilities also make outstanding progress as a result of the carefully matched work they receive and the excellent support of teaching assistants.

39.3 Pupils are enthused by the outstanding curriculum and relish the opportunity to contribute to its development. The curriculum caters extremely well for pupils' wide-ranging needs and abilities and is a significant factor in their exceptional learning and progress. Pupils also receive outstanding care, guidance and support. As a result, they follow the highly caring example set by adults in their interactions with one another and say they feel very safe.

39.4 Despite a recent and significant turnover of staff, the quality of teaching is good and sometimes outstanding. The school has excellent systems to track pupils' progress and these are used to plan lessons with a high degree of challenge for pupils of all abilities. Although there are examples of exemplary practice, there are a few occasions when opportunities are missed in lessons for pupils to review and assess their own learning.

39.5 The school has outstanding capacity to improve further. This arises from extremely strong leadership, highly incisive school self-evaluation and concerted and very effective actions to maintain the school's strengths and to secure further improvement.

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

- Extend the instances of exemplary practice so that there are regular and consistent opportunities for pupils to review and assess their learning in all classes.

### **40.0 Quarry Mount Primary School (January 2011)**

#### **40.1 Grade: 2**

Quarry Mount is a good school. Pupils make good progress, despite the changes that have occurred since 2008. The headteacher, senior leadership and governing body have managed the elements of change well. This relates particularly to the staff changes and the rising proportion of pupils joining or leaving the school during the course of their education, many of whom are learning English as an additional language. The recent move of accommodation has gone well for children in the

Early Years Foundation Stage, but opportunities for play outside are limited.

- 40.2 The positive care, guidance and support that pupils receive have a beneficial influence on their personal qualities. The school produces well-behaved, considerate and involved pupils with a healthy outlook. The backgrounds of pupils are respected and celebrated, so they work and play in harmony. The school engages well with parents and carers in ways that involve them in their children's learning. Moreover, the school works in close partnership with many other groups to add value to pupils' education. For example, the school produces educational materials for the West Yorkshire Playhouse to use based on ways to combat knife crime.
- 40.3 Attainment is broadly average by the end of Year 6. In reading and mathematics standards are average, but standards in writing fall below average. The school has done well to maintain standards, particularly for pupils who arrive late with little English, but there is still scope for improvement in writing and mathematics.
- 40.4 Improvements since 2008 have led to good teaching and learning for almost all pupils. By contrast, pupils capable of exceeding the national average at the end of Years 2 and 6 are not being stretched fully. Furthermore, not all pupils, irrespective of ability, are sure about how to reach their next level of attainment.
- 40.5 Leadership evaluates the outcomes of its work well. The senior leadership team is relatively new but possesses a good understanding about what to do to raise attainment, although, as yet, subject leaders do not possess sufficient first-hand experience of what learning is like in lessons. Nevertheless, good leadership has resulted in many features of the school improving from satisfactory to good since 2008. For example, learning is now good overall. The school, therefore, has a good capacity to sustain and improve on its successes.
- 40.6 **What does the school need to do to improve further?**
- Raise attainment in English, particularly writing, and mathematics further by:
    - increasing the level of challenge and progress made in lessons for higher ability pupils
    - making sure that all pupils know how to reach the next level of attainment
    - involving the subject leaders for English and mathematics in monitoring and evaluating teaching and learning in lessons.
  - Improve the opportunities for play outside the Reception class to reinforce, extend and develop the learning undertaken inside.

#### **41.0 Raynville Primary School (February 2011)**

- 41.1 Grade: 3
- This is a satisfactory school. The school's promotion of community cohesion is outstanding. It is a highly harmonious community and has very strong relationships within the area it serves and beyond. Pupils' contribution to the school and the wider community is excellent. Other strong aspects are the school's lively and sometimes exciting curriculum, the high priority given to pupils' pastoral care, especially the support for pupils whose circumstances may have made them vulnerable, and pupils' good knowledge of how to lead a healthy lifestyle and stay safe. Pupils' good spiritual, moral, social and cultural development underpins the school's work. Pupils like school and try hard with their work. Recently introduced systems for improving attendance are having a positive impact, with attendance now rising. However, a number of pupils continue to arrive late for school.

- 41.2 Children enter the Nursery Year with overall skills that are well below those expected for their age. They get off to a good start in the Early Years Foundation Stage because of good leadership and provision. Consequently, by the time children enter Year 1, their skills, knowledge and understanding have improved and are closer to average. As pupils move through Years 1 to 6, the academic achievement of most is satisfactory because teaching is satisfactory. As a result, pupils' levels of attainment in English and mathematics are broadly average by the time they leave at the end of Year 6. Pupils with special educational needs and/or disabilities make good progress because of the good support they receive. However, although assessment practices and procedures have substantially improved, the more-able pupils do not always make the progress they should because the work set is not always at the right level for them. Pupils are not always clear about what they have to do or how to evaluate success in lessons so that they know what they have to learn next.
- 41.3 The acting headteacher and deputy headteacher have the support of colleagues, almost all parents and carers and of the governing body. As a result, teamwork is strong and there are appropriate priorities for development. Arrangements to track pupils' progress have been established to help teachers to identify pupils falling behind so they can be given extra support. The school's self-evaluation is broadly accurate but gives a too rosy view of some aspects of the school's performance. The work of the school is soundly and regularly monitored and the school has demonstrated a satisfactory capacity to sustain improvement. However, lesson observations and checks on pupils' work do not always focus sharply enough on learning or the pace of progress. Subject leaders have a satisfactory understanding of what works well and what needs doing but are not fully accountable for raising attainment and improving progress. The supportive governing body is led effectively and knows the school's strengths and the areas for development. However, it is not involved enough in monitoring the school's work or leading its direction.
- 41.4 Up to 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- 41.5 **What does the school need to do to improve further?**
- By July 2012, ensure that all teaching is at least good in order to accelerate progress and raise attainment in English and mathematics, and especially for the most able pupils by:
    - introducing a school policy to guide teaching and learning
    - checking that work given to pupils is always at the right level
    - injecting greater pace into some lessons so that pupils have enough time to work independently
    - ensuring that pupils always know what they are learning and how to improve
    - enabling teachers to view and learn from outstanding practice.
  - By July 2012, improve leadership and management by:
    - increasing the pace of school improvement
    - establishing and adhering to an assessment and monitoring calendar with rigorous timeframes to help secure school improvement
    - ensuring that the regular monitoring and evaluation of teaching and of pupils' work focuses sharply on the quality of pupils' learning
    - developing the role of subject leaders to ensure they are fully accountable for standards of attainment and pupils' progress.
  - Raise attendance further and improve punctuality by ensuring initiatives are

embedded fully and that rigorous timescales for their implementation are followed.

## **42.0 Robin Hood Primary School (April 2011)**

### **42.1 Grade: 1**

Robin Hood Primary is an outstanding school. It provides outstanding value for money as pupils of all abilities and backgrounds, including those with special educational needs and/or disabilities learn and progress exceptionally well. A highly inclusive ethos ensures equality of opportunity and the tackling of discrimination are the highest priorities. Inspirational and innovative leadership by the headteacher promotes the highest quality of ambition and vision for the school. Consequently, it has gone from strength to strength in recent years. Rigorous self-evaluation at all levels of leadership has secured an impressive record of improvement from good to outstanding in key areas such as outcomes for pupils, teaching, and leadership and management. All these characteristics demonstrate the school's outstanding capacity for sustained improvement.

### **42.2 Pupils' achievement is outstanding. They join the school with skills broadly typical for their age. By the end of Year 6, they attain highly in English and mathematics. Key strengths in the outstanding outcomes for pupils stem from high quality teaching, an exceptional curriculum and first-class care, guidance and support for all. These elements enhance pupils' excellent knowledge of how to lead safe and healthy lives. Pupils' exemplary behaviour plays a vital role in enabling them to make high quality contributions to the school, local and wider communities. The combination of these key skills, coupled with pupils' excellent spiritual, moral, social and cultural development, ensures that they leave Robin Hood with a range of skills that provides a first-class foundation on which they can build for future success.**

### **42.3 The Early Years Foundation Stage is developing well under the good guidance of its relatively new leader. Strong overall provision ensures children make good progress from their starting points. However, their creative skills do not develop as quickly as in other areas of learning due to a lack of planned creative opportunities across the separate Nursery and Reception classes.**

### **42.4 Fast-developing governance provides checks and balances in support of the school's improvement agenda. Safeguarding arrangements are good. The school strives with increasing success to engage parents and carers in pupils' learning and school life. The highest quality of partnership work also encompasses the excellent promotion of community cohesion.**

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

- Improve children's creative skills in the Early Years Foundation Stage by ensuring a cohesive approach across the separate Nursery and Reception classes in the planning of more creative opportunities.

## **43.0 Rothwell Church of England Voluntary Controlled Primary School (May 2011)**

### **43.1 Grade: 3**

This is a satisfactory school. Secure leadership through significant recent turbulence has ensured successful action has continued to be taken to address weaknesses identified in the last report. This is clearly beginning to show fruit in raising the quality of provision and improving pupils' progress. In particular, increasingly accurate assessment systems are being used throughout the school.

The detailed information shows rising attainment and this is confirmed through lesson observations and pupils' work. All groups of pupils, including those with special educational needs and/or disabilities and those known to be eligible for free school meals, are making at least satisfactory progress. Some pupils are making good progress and are on track to achieve challenging targets but this is not yet completely consistent through the school. Overall, pupils' attainment by the end of Year 6 is broadly average and their achievement, from broadly average starting points, is satisfactory.

- 43.2 Most aspects of the school's work show improvements, however, the strategies bringing about these gains are not yet sufficiently embedded to deliver their full potential in terms of pupil outcomes. There are examples of good teaching throughout the school; however, inconsistent practice reduces overall progress. The improved whole-school assessment systems give teachers an accurate picture of how well pupils are doing. Where teachers use this information well, they tailor activities to the learning needs of pupils of different abilities, making it clear what pupils will be learning. Sometimes, however, the learning expected of the different ability groups within a class is not clear. In some lessons, tasks lack challenge, particularly for potentially higher-attaining pupils. Successful action has improved provision in the Early Years Foundation Stage but some inconsistencies remain. In particular, the range of activities is not always broad enough to inspire children and some teaching does not ensure that the balance between child- and adult-led activities encourages sustained independent work.
- 43.3 The school has strengths in promoting pupils' personal development and providing a good level of care, guidance and support. A positive and caring ethos, within which all pupils are very well known as individuals, ensures the cohesiveness of the school community. Pupils' behaviour is consistently good and pupils show positive attitudes to lessons and school.
- 43.4 The headteacher and other senior leaders know the school well. Self-evaluation is secure; it is based on accurate monitoring and has identified the correct areas for development. The school is rigorously tackling all areas requiring improvement and the headteacher's vision for improvement is fully shared by staff and the governing body. Although there are still some inconsistencies in the outcomes, the scale of improvements already made provides ample evidence of a satisfactory capacity to improve further.
- 43.5 Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.
- 43.6 **What does the school need to do to improve further?**
- Improve the Early Years Foundation Stage provision by:
    - providing a broader and more inspiring range of activities, ensuring outside play adequately mirrors the range of indoor learning
    - ensuring a better balance between child- and adult-led activities through timely interventions to encourage children to work independently more often.
  - Promote pupils' progress in lessons and raise attainment further by:
    - sharing the best teaching practice that is currently evident within the school
    - defining the learning expected in a lesson more precisely for pupils of different abilities so that all pupils understand exactly what they are expected to learn
    - ensuring that pupils, particularly those who are more able, are consistently

challenged to reach higher levels of attainment.

#### **44.0 Rothwell Victoria Junior School (January 2011)**

##### **44.1 Grade: 2**

This is a good school. The school has recently experienced a turbulent time in which staff absences have had some negative impact on pupils' standards and progress. Effective leadership has been the decisive catalyst for successful intervention in this matter. The headteacher and deputy headteacher, together with a supportive and involved governing body, have introduced a range of policies and procedures which have had a positive impact on improvement. These have been augmented by the judicious appointment and movement of key staff into important phases of the school. The decisions and actions implemented, founded upon a clear and accurate self-evaluation, has allowed the school to deal successfully with any recent issues and those identified in the previous inspection report. They have brought about significant improvements in teaching and learning, the curriculum and pupils' progress, all of which are now good. Attainment is broadly average and improving strongly. The school, therefore, demonstrates good capacity for sustained improvement.

44.2 Pupils' achievement is good. Despite a dip in 2010 in national test results, strong improvements in provision are now enabling pupils to make good progress and to attain increasingly higher standards. However, the improvement in pupils' attainment in writing is not as strong as in other subjects. Teaching and learning are good overall. Some lessons are outstanding and help pupils to make rapid progress. A small minority of lessons, are, however, no better than satisfactory. Here, the challenge and the opportunities for independent learning are less pronounced than in the better lessons. In addition, in these lessons, teachers' assessment of learning is less well utilised to accurately assess pupils' progress in order to set work that will move them forward in their learning. This slows the rate of progress these pupils make. The curriculum is good. Pupils' learning is enriched by many out-of-school clubs and a range of visits and visitors. There are effective links between subjects. The use of the creative curriculum and information and communication technology (ICT) as a tool to broaden the curriculum, are particularly effective in promoting pupils' higher attainment and accelerating progress.

44.3 Pupils' spiritual, moral, social and cultural development is good. A strong tradition of respect, tolerance and care in and for the community is embedded within the school. Pupils enjoy school, and their parents and carers echo these sentiments. Pupils willingly take on a range of responsibilities, such as school councillors and fitbods, where sport and fitness sessions, run entirely by pupils, during break and lunchtimes encourage other pupils to join in and enjoy activities. The pupils' involvement in the community beyond school is developing. These range, for example, from pupils' involvement in the Junior Wardens Project, which has raised their awareness of local environmental issues that impact on the community, to working with other schools to design new stained-glass windows for the local church. Pupils of all backgrounds and abilities receive good care and support. This is built on robust, well-planned policies and procedures and the strong commitment of all, including non-teaching staff.

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

- Raise standards in writing, by improving pupils' speaking and listening skills even more in order to improve their vocabulary for writing.
- Ensure that the quality of teaching and learning is consistently at least good in



all lessons by:

- always planning and implementing strategies which give pupils opportunities to become fully involved in active independent learning
- ensuring that all lessons move forward smartly from one challenging learning task to another
- capitalising on learning opportunities in all lessons to assess pupils as they learn, and, in the light of these, adapt teaching to meet individual needs
- making crystal clear to pupils, when their work is marked, exactly how to improve.

#### **45.0 Shire Oak Church of England Primary School (June 2011)**

##### **45.1 Grade: 3**

Shire Oak provides a satisfactory standard of education for its pupils. One of its strengths can be found in the commitment of senior leaders and the extremely effective governing body who are working together to bring about improvements in order to raise attainment. Pupils receive good quality care, guidance and support which contribute much to their good personal development. Good relationships exist with parents and carers who are very supportive of the school. Of those who completed the questionnaire all are happy overall with the education that their children receive. One parent wrote, 'Shire Oak is a great school where things are improving all the time'. Strong partnerships in learning and well-being have contributed to the good progress being made by pupils with special educational needs and/or disabilities. This is an inclusive school which works successfully to promote equality of opportunity, especially for its most vulnerable pupils. Safeguarding arrangements are robust and as a result, the very large majority of pupils say they feel safe. This view was shared by all parents and carers who responded to the questionnaire. Pupils contribute much to school life and are particularly knowledgeable on factors which contribute to a healthy lifestyle. An imaginative curriculum provides pupils with a wide range of interesting and stimulating experiences.

45.2 Attainment in English and mathematics is average and the school's own tracking system identifies effectively any gaps in learning. This is having a positive impact on the levels of progress being made, particularly in writing. Children settle quickly into the Early Years Foundation Stage and make good progress. Overall, progress in Key Stages 1 and 2 is satisfactory. Well-targeted intervention strategies enable pupils with special educational needs and/or disabilities to make better progress than their peers. Attendance is currently average and improving strongly due to effective systems the school has in place, and the number of persistent absentees has been reduced. Teaching and learning are generally satisfactory but good and outstanding elements were seen in some lessons. Teachers plan lessons well and relationships in classes are supportive. However, occasionally the pace of lessons is too slow and there is insufficient challenge for the more able. Assessment to support learning has improved since the previous inspection and examples of good practice were seen across the school.

45.3 Senior leaders and the governing body are committed to raising attainment. Under the direction of the new headteacher a comprehensive audit has taken place to identify areas for development and self-evaluation is accurate. Although the school is changing rapidly and distributive leadership, through middle managers, is beginning to develop, the effect of such well-founded changes has yet to have a full impact upon raising attainment and accelerating achievement. Consequently, current capacity for sustained improvement is satisfactory.

45.4 Up to 40% of schools whose overall performance is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

45.5 **What does the school need to do to improve further?**

- Raise the quality of teaching and learning to consistently good or better by:
  - sharing the good practice that already exists in the school
  - raising teachers' expectations and increasing the level of challenge in all lessons
  - improving the pace and timing of lessons so more is accomplished
  - planning work that takes into account the needs of the more able pupils
  - creating more opportunities for independent learning
  - using feedback and marking to remind pupils of the importance of good presentation.
- Develop the skills of middle managers in monitoring and evaluating the school's work in order to have a greater impact upon the areas they lead.

46.0 **St Francis of Assisi Catholic Primary School (June 2011)**

46.1 Grade: 2

This is a good school. Children enter the school with skills that are well below that expected for their age especially in language development and personal skills. By the time pupils leave Year 6 they reach average levels of attainment. This represents good progress from pupils' starting points. Until recently, attainment has been higher in mathematics than in English but according to the school's reliable tracking data it is set to achieve broadly average results in both subjects this year. In the past, attainment has varied from year-to-year because of small numbers of pupils in each year group. Pupils with special educational needs and/or disabilities make good progress because planned work and activities meet their needs well. Small focus groups have a particularly good impact on their learning.

46.2 Teaching is good and generally ensures that pupils achieve well both academically and in their personal development and well-being. Although teachers have improved the quality of their questioning, the techniques they use to question pupils and develop their skills in thinking and their confidence in responding do not always allow for the full involvement of all pupils and so do not contribute fully to raising attainment. Lesson objectives vary in quality and, as a result, pupils do not always know or understand what they are supposed to learn. Consequently, they do not know how well they are doing.

46.3 Pupils clearly enjoy school; they are well behaved, polite and courteous. They are confident that their views about their school are listened to and they use the 'worry box' to make concerns known. They make a good contribution to the life of the school and have been involved in decision making locally, for example, in the 'Should Dewsbury Road be closed to traffic?' scheme. They have also promoted healthy eating in school through 'Fruity Friday'.

46.4 Currently the curriculum is under review and leaders have introduced a more skills-based approach which is beginning to pay dividends. This has included improved opportunities for the Early Years Foundation Stage children to learn outdoors. The tracking data has been improved significantly since the previous inspection and systems have been completely revised. This ensures that leaders are able to analyse and use data more effectively to pinpoint priorities and bring about improvement. The results of a determined focus to improve pupils' level of attainment in all subjects and especially in writing are clear in the raised levels of

attainment evident in teacher assessments for this year. Across the school there is a clear determination that the school will continue to move forward and consolidate its strengths. These are among the many examples that demonstrate the school's good capacity to improve further. Although the governing body is keen and supports the school well, it does not challenge or hold it to account for its work well enough. The governing body relies too heavily on the reports of the headteacher and governors do not gather their own independent information. Although the school's self-evaluation is effective some members of the governing body are not well enough informed about school improvement strategies or how the school gauges its strengths and weaknesses.

**46.5 What does the school need to do to improve further?**

- Raise attainment in English and mathematics in both key stages by:
  - ensuring that pupils are sure about what they are expected to learn, and that they know how well they are doing against clear learning objectives
  - improving the use of questioning so that it involves all pupils in preparing answers and thinking hard about their work.
- Improve the impact of governance by:
  - developing their ability to challenge the school so as to become more influential in determining its strategic direction
  - ensuring that all members of the governing body are better informed about and fully involved in school improvement and self-evaluation.

**47.0 St Joseph's Catholic Primary School, Hunslet (May 2011)**

**47.1 Grade: 2**

This is a good school. In this friendly, safe, warm and very welcoming setting, pupils show good attitudes to learning. Pupils' behaviour is consistently good and older pupils are excellent role models for the younger ones. Pupils are thoughtful and mature, and those of all ethnic backgrounds learn together in harmony. These factors, along with the confidence they have that any problems they encounter will be dealt with quickly, ensure they feel safe. Parents and carers are extremely supportive. They say that their children learn in a 'very caring school', where there is an 'incredibly strong family ethos' and acknowledge that staff are 'just wonderful'.

**47.2** Although the large majority of pupils make good progress, for children in the Early Years Foundation Stage, progress is satisfactory. This is because the questioning skills of staff in assessing children's knowledge and understanding are not fully developed. As a result, the activities provided do not always match children's varying learning needs. Similarly, opportunities for the children to develop their writing and calculations skills, especially as they learn independently, are sometimes overlooked. Nevertheless, from children's varying starting points, which, are often below those expected, attainment is broadly average by Year 6. This reflects good progress and the good quality of the teaching and an effective curriculum. Between Years 1 and 6, teachers make good use of their assessments of pupils' skills to provide work that meets their varying abilities. Similarly, pupils have a good understanding of what they need to do to reach their challenging learning targets.

**47.3** Despite recent challenges arising from a number of staff and leadership changes, the school has moved forward successfully. Attainment is generally on a rising trend, particularly in mathematics by the end of Year 6 and in reading by the end of Year 2. This stems from the effective leadership of the headteacher, who provides a strong steer and contributes significantly to ensuring high staff morale. Although

staff regularly assess and review the achievement of individual pupils, the information pinpointing varying rates of pupils' progress is not always evaluated with sufficient rigour to influence leaders' monitoring activities, for example, to check the quality of provision in the Early Years Foundation Stage. Similarly, the governing body is still developing the skills needed to make a fully effective contribution to evaluating the school's performance. Nevertheless, there is an accurate and realistic evaluation of the school's overall effectiveness by senior leaders. This ensures that appropriate improvement priorities are identified. Along with the positive impact of their efforts, which reflects in the trend of rising attainment, it demonstrates that there is a good capacity to continue to improve.

**47.4 What does the school need to do to improve further?**

- Accelerate progress in the Early Years Foundation Stage to a good rate, by:
  - ensuring all adults question children's understanding effectively in order to identify their next steps more precisely and use this information to plan activities that precisely match children's varying needs
  - provide more opportunities to develop children's writing and calculation skills particularly as they learn independently.
- Improve the rigour with which staff and the governing body review information for pupils' progress, particularly to influence the monitoring of the quality of provision and inform self-evaluation even more precisely.

**48.0 St Matthew's Church of England Aided Primary School (July 2011)**

**48.1 Grade: 2**

This is a good school, in which pupils make good progress. The school provides an outstanding caring and supportive environment. Pupils feel happy and safe in the school because of the excellent relationships and good safeguarding arrangements, and consequently they enjoy school. As one said, 'School is great to be in because it's friendly and teachers are nice. We have fun but we also learn lots of new things'.

**48.2 Pupils know well how to keep healthy and fit, and they are well behaved and courteous. Attendance is above average.**

**48.3 Pupils' spiritual, moral, social and cultural development is outstanding. The faith ethos of the school underpins a strong tradition of respect, tolerance and care, both in and beyond the school. The school has had particular success in establishing with the pupils the theme of 'wider community' and has outstandingly promoted the sense and practice of community cohesion.**

**48.4 Pupils' achievement is good. The large majority of children start school with skills that are below those expected for their age. They get off to a good start in the Early Years Foundation Stage. By the end of Year 6, pupils make good progress from their starting points and their attainment is broadly average and improving. Attainment in writing, however, continues to lag a little behind that in mathematics and reading. A particular weakness in pupils' writing is their lack of use of extensive vocabulary.**

**48.5 The curriculum is good. It is well organised and imaginative and pupils' learning is enriched by many exciting in-school activities, as well as a range of visits and visitors. Teaching and learning are good overall. Some lessons observed during the inspection were outstanding and the majority were good. A small minority of lessons is, however, no better than satisfactory. Here, the challenge for pupils and the opportunities for independent learning are less pronounced than in the better**

lessons. Moreover, in these lessons, teachers' do not always use the available opportunities to assess pupils' work in order to plan for their future learning.

- 48.6 The school is well led by the headteacher, who is well supported by the deputy headteacher and the recently strengthened senior management team. Morale is high and teamwork is strong. The knowledgeable and challenging governing body is systematically involved in evaluating the school to hold it to account in all areas.
- 48.7 An embedded tracking system, based securely on the analysis of pupils' learning and progress, helps teachers check regularly how pupils are doing. Development planning is sharply focused and self-evaluation accurate and robust. As a result, the school gives good value for money, and demonstrates good capacity for sustained improvement.
- 48.8 **What does the school need to do to improve further?**
- Raise attainment in English and particularly in writing, by:
    - formalising opportunities for pupils to acquire a more extensive vocabulary when they are reading, speaking or listening, in order to improve their writing.
  - Ensure that the quality of teaching and learning is consistently good in all lessons, and across all phases of the school by:
    - planning and implementing strategies which give pupils opportunities to become more quickly and more fully involved in active independent learning
    - capitalising more on opportunities in all lessons to assess pupils' learning in order to meet all pupils' needs
    - making it clearer to pupils

**49.0 St Peter's Church of England Primary School, Leeds (October 2011)**

- 49.1 Grade: 1
- This is an outstanding school which provides its pupils with an excellent quality of education. The school's motto, 'We care', is promoted comprehensively and is at the heart of all its work. Consequently, the ethos is extremely strong and the school has a very pronounced sense of togetherness. 'School is like being with your brothers and sisters' is typical of the comments pupils make. Cheerful faces are everywhere and the considerable enjoyment pupils derive from the school's extensive range of lively and stimulating experiences is clearly apparent in all that they say and do.
- 49.2 Strong and focused leadership combined with a unified and skilful staff ensure the provision for pupils' learning is of a consistently high standard. From a starting point on entry to school that is often below, and in some aspects of language, numbers and personal development well below what is typical for their age, pupils make excellent progress and achieve extremely well. By the end of Year 6, pupils' attainment is above the national average. The quality of teaching in lessons is outstanding and never less than good. In the most effective lessons, innovative strategies ensure pupils' full attention and application. Challenging but achievable tasks promote a fast pace of learning, building knowledge and skills securely on what pupils have acquired previously. Teachers give pupils regular and detailed verbal feedback on how well they are doing and how to improve their work but are not always as thorough when marking pupils' workbooks.
- 49.3 The very high quality of pastoral support is reflected in the pupils' excellent personal development. They are extremely well behaved, are polite and well mannered and place high value on achievement, often applauding spontaneously

when someone has made a particularly effective contribution to a lesson. The school's contribution to the local and wider communities is extensive and the very positive manner in which it engages with parents and carers benefits pupils and their families considerably. The conscientious and well-organised governing body supports the work of the school well but is too reliant on reports from staff for its view of how well the school is performing.

49.4 As a result of the school's substantial improvements since its previous inspection, pupils' attainment has risen significantly. Rigorous and frequent checks by all staff with management responsibilities ensure that the school performs extremely well in all that it does. Despite the school's many strengths, there is no complacency. The outcomes from extensive monitoring and evaluation are used incisively to identify and target areas in which further improvements can be made. Action plans specify what is to be done, how this is to be achieved and how success is to be measured so that everyone is clear about the direction the school is taking and the part they are to play. As a result, the school's capacity for sustained improvement is outstanding.

49.5 **What does the school need to do to improve further?**

- Improve marking of pupils' work by ensuring that teachers consistently:
  - provide praise for what has been achieved
  - review results of any previous guidance
  - give clear information about how the work could be further improved.
- Increase the capacity of the governing body to collect its own information about how well the school is performing.

**50.0 Stanningley Primary School (March 2011)**

50.1 Grade: 2

Stanningley Primary School is a good school. It has many unique features and many strengths. A particular strength is the school's management of behaviour which is exemplary leading to a calm and orderly school. All adults at the school believe that the key to successful outcomes is a positive attitude to learning. The outcome of this is seen in pupils' rising self-esteem and ability to accept responsibility for their own actions. Pupils have a superb understanding of what it means to be healthy and they make a fantastic contribution to the community. Attendance is high because pupils enjoy school and procedures to promote attendance are rigorous. Outstanding care, guidance and support enable the school to identify and support individual children and families. This support also helps children to achieve well from mainly low, and some times very low, starting points.

50.2 Teaching is good overall but there is some variety in the quality between classes. Teachers are reflective and carefully assess the impact of the strategies that they employ, particularly in relation to learning and teaching. In the stronger lessons pupils make better progress. Where pupils are not challenged, particularly the more able, and the pace is slow, learning is not as good and pupils lose interest. Attainment in mathematics, although average, has historically been lower than English attainment. The school is tackling this in a number of ways, most notably with their own mathematics curriculum which is enabling teachers to 'plug the gaps' in pupils' understanding of basic strategies. This is very new and the impact is not yet evident.

50.3 Leaders and managers have a clear vision that is shared at all levels by all staff.

They are a leading school in the area for the promotion of positive behaviour management techniques. They demonstrate an excellent understanding of their context in the community and have many strategies for benefiting the community and also gaining from the community. A range of excellent partnerships support pupils' learning and well-being, especially pupils living in particularly challenging circumstances, or who have backgrounds which may make them vulnerable. The school keeps pupils safe and secure, giving them knowledge and understanding to enable them to begin to assess risk for themselves. Staff at all levels contribute to the self-evaluation of the school and there is a commitment to improvement in all aspects of the school's work. Improvement since the previous inspection is good. Therefore, the school has a good capacity to improve.

**50.4 What does the school need to do to improve further?**

- Improve the consistency of teaching across all classes and in all subjects by:
  - ensuring that the pace of learning is always brisk enough to ensure pupils are interested and engaged in all lessons
  - ensuring that more-able pupils are challenged consistently especially in mathematics.
- Improve attainment in mathematics by embedding the school's curriculum to ensure that basic mathematics skills are secure.

**51.0 Summerfield Primary School (March 2011)**

**51.1 Grade: 3**

This is a satisfactory school. It provides good quality care, guidance and support and gives children in the Early Years Foundation Stage a good start to their education. Good behaviour enables pupils to learn with little distraction and pupils make lasting friends and develop good social skills. Parents and carers rate the school highly and the following comment typifies that of most, 'I believe Summerfield is a fantastic school with staff and pupils respecting each other'.

**51.2** After a time of considerable disruption in staffing, stability is now established and the school is moving forward from a time when progress was inadequate. Progress is currently satisfactory and improving because of the impact of better teaching, good systems for assessment and an increasingly effective senior leadership team. Attainment is broadly average; the school knows that it can be higher. Higher academic expectations have been greeted with enthusiasm by most pupils. Good progress in writing reflects the success of initiatives to promote writing in a variety of contexts and to deepen the pupils' understanding of their strengths and weaknesses. In reading and mathematics, the rate of improvement is slower because pupils are not given enough guidance about their next steps and activities are not linked enough to real life. Teaching is satisfactory. However, there are good features. Lessons are well managed and pupils with special educational needs and/or disabilities are given good support. Pupils are keen to learn but on occasion, learning is reduced because they listen for too long and are not sufficiently allowed to extend their thoughts through discussion. Assessment is generally used well to meet individual needs, although the needs of the more-able pupils are not consistently met.

**51.3** The quality of management has been strengthened by extending the experience within the leadership team. All staff are pursuing a clear action plan to lift attainment and raise the quality of teaching. Effective systems are becoming embedded to monitor the quality of education and to set challenging academic targets in all classes. The core subjects of English and mathematics are effectively led but in other subjects, management systems are underdeveloped. The

governing body supports the school to the hilt but is not experienced enough to be fully effective in monitoring the school's performance. The school staff accurately evaluates itself and sets pertinent and realistic targets for development. The restructured management team, improving quality of teaching and the accelerating academic progress of pupils demonstrate that the school has a satisfactory capacity to sustain improvement in future.

51.4 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

51.5 **What does the school need to do to improve further?**

- Improve achievement in mathematics and reading by:
  - ensuring that pupils learn from a wider range of contexts to include, where possible, links to real life
  - giving pupils clearer guidance about their next steps in learning.
- Improve the quality of teaching and learning by:
  - giving a sharper focus to the needs of the more-able pupils
  - enabling more opportunities for pupils to make decisions about their learning and working independently
  - making better use of open-ended questions to promotes pupils' thinking and extend their knowledge and understanding.
- Increase the impact of leadership and management by:
  - rigorously monitoring the quality of teaching in order to share good practice and raise its quality to being consistently good or better
  - further develop the contribution of staff to monitoring the quality of provision and outcomes in all subjects
  - building the expertise of the governing body in evaluating the quality of education and its impact on the outcomes for pupils.

**52.0 Talbot Primary School (September 2011)**

52.1 Grade: 2

This is a good school. It serves pupils from a wide diversity of cultures, values them all and celebrates their achievements. As a result, the school is a very cohesive community in which pupils play and learn harmoniously and in which they thrive. All aspects of pupils' personal development are good, so that they are well-prepared for the next stage of their education. Pupils achieve outstandingly well by the end of Year 6 from their broadly typical skills and knowledge on entry. They attain highly in English and mathematics. Well-targeted booster classes contribute considerably to pupils' high attainment. However, some inconsistencies in learning and progress as pupils move through the school, in response to differences in the effectiveness of teaching, mean that learning, progress and teaching overall are good rather than outstanding. Pupils with special educational needs and/or disabilities make excellent progress due to outstanding provision and organisation of their learning, combined with the expertise of outside agencies. The school has acted quickly to address the needs of the growing proportion of children who start in the Nursery class with lower levels of writing skills than is typical for their age. A clear structure and sequence to teaching have been embedded. Together with much broader and regularly creative writing opportunities, pupils have a secure framework for learning to write.

52.2 The outstanding care, guidance and support for all pupils are major factors in pupils' positive attitudes, sense of security, and their enjoyment of school. Pupils benefit from taking responsibility for their learning. Assessment of their own



learning is regularly built into lessons and has a very positive impact on the pace of progress. They show ownership of their individual targets and their progress towards them, and select and evaluate their learning journey plans.

- 52.3 The good leadership of the headteacher, strongly supported by the senior team, drives the school forward. Monitoring of pupils' progress is meticulous and provides staff with very accurate information about the levels at which pupils are working. It is the starting point for good equality of opportunity and excellent community cohesion. Other monitoring and evaluation is generally robust, and leads to effective practices, although a minority of short-term lesson planning does not promote continuity of learning for all pupils or accuracy of challenge in their tasks. Middle managers are increasingly effective in driving the school forward, with responsibilities that together cover all major aspects of the school's work. The governing body adds to the school's strengths and good capacity for further improvement, through its detailed monitoring and oversight of the school's performance. It probes the outcomes of the school's work and challenges outcomes for pupils.
- 52.4 The school values highly its partnership with parents and carers, and the impact of the wide range of links with them is outstanding in the value added to pupils' achievement and involvement in activities. The very comprehensive information shared with parents and carers enables them to support their children's learning and to evaluate the school's performance.
- 52.5 **What does the school need to do to improve further?**
- Ensure that all lesson planning consistently provides for continuity of learning and accurate challenge for pupils.

### **53.0 Thorpe Primary School (November 2011)**

- 53.1 Grade: 2
- This is a good school. The enthusiasm and clarity of vision of the headteacher, with good support from all staff, ensures that pupils of all abilities are eager to learn and achieve well. The good care, guidance and support pupils receive, particularly the effective systems to identify and support potentially vulnerable pupils, contribute significantly to pupils' good behaviour and positive attitudes to learning. The governing body fulfils its responsibilities well. Thorough and systematic self-evaluation procedures draw on the views of staff, pupils, parents and carers. However, some staff are new to leadership roles and first-hand monitoring by subject leaders is not fully embedded. The school has developed well since it was previously inspected and has a good capacity for further improvement.
- 53.2 The school is successful in helping pupils of all abilities, including those with special educational needs and/or disabilities, to make good progress and reach challenging targets. Children get off to a good start in the Early Years Foundation Stage. Attainment is average in English and mathematics by time they leave school at the end of Year 6. Pupils have a good understanding of how to stay safe from harm. They are extremely friendly and considerate towards each other and have a strong understanding of right and wrong. Pupils have a good knowledge of how to live a healthy lifestyle. They make a good contribution to the life of the school and wider community through many opportunities to take on responsibilities in roles such as school councillors, playground 'buddies' and play leaders.
- 53.3 The quality of teaching is good overall. It is sometimes outstanding. Relationships are excellent and teachers make learning challenging through the stimulating use

of ICT, drama and games. The school makes good use of skilled teaching assistants to provide specialist support but, very occasionally, teachers do not make the fullest use of all adults in the classroom to promote the best learning. Teachers make good use of marking to help pupils improve their own work. All groups of pupils are engaged by a curriculum which meets their different needs well through interesting themes and topics. However, opportunities for pupils to use and apply their literacy and numeracy skills in other subjects, and so deepen their learning, are less well established.

53.4 Teachers know individual pupils well and track their progress carefully. Robust record-keeping contributes to the effective procedures for caring for pupils and effective systems for keeping them safe. The comment, 'I have found the school to be very supportive and my child really enjoys going there', fairly reflects parents' and carers' positive views.

53.5 **What does the school need to do to improve further?**

- Increase the proportion of good and outstanding teaching in order to hasten pupils' progress by:
  - ensuring all adults in the classroom are well deployed to maximise pupils' learning
  - providing sharply focused opportunities for middle leaders to monitor teaching and learning and to share the best practice in their subjects.
- Raise attainment by making full use of opportunities across different subjects for pupils to select and apply their literacy and numeracy skills and deepen their learning.

**54.0 Valley View Community Primary School (May 2011)**

54.1 Grade: 2  
Valley View is a good and strongly improving primary school. Leaders have successfully improved the quality of teaching, increased the rate of pupils' progress and standards are rising sharply.

54.2 Over time, pupils have made largely satisfactory progress from starting points which are broadly below those of children of the same age nationally. This has led to standards which are below average by age 11. In the last two years, the standards achieved have risen markedly due to good teaching so that the current Year 6 pupils' attainment is in line with national expectations.

54.3 Pupils' attainment in reading by age six and 11 years is similar to most pupils nationally.

54.4 The behaviour of pupils is exemplary, arrangements for safeguarding are robust and responses from parents, carers and pupils show that they feel safe. Pupils' conduct in lessons, their attitude to learning and cooperation with each other is first class.

54.5 The quality of teaching is good and is improving. There is some variation across classes and subjects. A key strength is the excellent teamwork between teaching and non-teaching staff. Staff know individual pupils' needs well. Very good relationships and small group sizes ensure that all pupils, including pupils whose circumstances may make them vulnerable and those with special educational needs and/or disabilities, receive very good guidance and support.

- 54.6 The headteacher is building a strong team of senior leaders who share her vision to improve the school. Leaders have an accurate view of the school's relative strengths and weakness due to effective monitoring procedures. Middle leader roles and the impact on pupils' progress are less well embedded.
- 54.7 Pupils enjoy school and there are many opportunities to take part in musical, sporting and community activities. Through these, pupils' spiritual, moral, social and cultural development is strongly supported.
- 54.8 **What does the school need to do to improve further?**
- Ensure a sustained rise in pupils' attainment by:
    - improving the teaching of mathematical skills
    - eradicating any variations in pupils' outcomes such as between girls and boys
    - strengthening the consistency of teachers' marking so that pupils fully understand how to improve their work
    - providing professional development for teaching and non-teaching staff to improve the impact of assessment in lessons.
  - Strengthen the impact of middle leaders' roles on the school's performance by:
    - providing professional development for all new teachers so that they are fully aware of the school's policies and procedures
    - carrying out an audit of middle leaders' skills and expertise and reviewing the distribution of middle leader responsibilities.
- 55.0 Victoria Primary School (December 2011)**
- 55.1 Grade: 3  
Victoria Primary School provides a satisfactory education for its pupils. Adults provide a safe, calm and welcoming environment in which pupils enjoy their learning and feel valued. Pupils' spiritual, moral, social and cultural development is good. The school has been through some difficult times and significant changes over recent years. The school now has more-stable staffing and there is a solid foundation for future improvement.
- 55.2 Although pupils' attainment has been historically low, the current work of pupils shows that progress is accelerating in response to increasingly effective teaching. Although teaching is satisfactory overall, inspectors observed stronger practice in some lessons. Attainment is rising rapidly in reading, writing and mathematics, particularly for those pupils that joined the school from the start of Nursery.
- 55.3 The curriculum meets the needs of pupils satisfactorily. The school provides good care, guidance and support. Pupils deemed to be the most vulnerable are cared for especially well through, for example, the strong care and support pupils receive from learning support assistants and mentors. Staff know pupils and their families well and use this knowledge to good effect in helping pupils stay healthy and safe. Pupils are polite and sensible and take care of one another. The school works effectively to improve punctuality and attendance. Recent improvements have seen attendance rising rapidly although it is still low overall and, for a small minority of pupils, it remains a barrier to good achievement. Initiatives have been effective, particularly in reducing the number of pupils who are persistently absent
- 55.4 Effective leadership since the previous inspection has ensured that an extensive building programme has not had a negative impact on pupils' education or well-being. Senior leaders have addressed the recommendations from the previous inspection with some success. This is a result of improved analysis of performance

data and by effectively embedding new staff and teachers into their roles. Although attainment in English and mathematics has risen and the rate of attendance is moving closer to the national average, leaders recognise, rightly, that there is much more to do in order to raise standards further. Relatively accurate self-evaluation has helped leaders to prioritise a number of appropriate initiatives in school to target future improvement. The school has demonstrated a satisfactory capacity to improve.

55.5 Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

55.6 **What does the school need to do to improve further?**

- Raise attainment in English and mathematics across the school further by:
  - ensuring teachers accelerate pupils' progress through consistently matching tasks to their differing abilities
  - ensuring teachers use assessment data more precisely to show pupils the next steps in their learning.
- Improve attendance further by:
  - working with and extending support to families whose children do not attend school regularly.

56.0 **Whingate Primary School (March 2011)**

56.1 Grade: 2

This is a good school which makes a positive difference to the lives of its pupils, their families and the local community. Parents and carers rate the school highly and their engagement with the school is excellent. Excellent leadership and management, including governance, drive the school forward and set high expectations for staff and pupils. Pupils make outstanding improvements in their personal development and make good progress academically. From low starting points to the Early Years Foundation Stage, the significant barriers to learning of many pupils are overcome and attainment rises to broadly average by the end of Year 6. This is the result of outstanding care, guidance and support alongside teaching that is good and at times, outstanding. An exciting, and increasingly creative curriculum inspires learners and is enriched by a wide range of activities, for example, pupils have gained international acclaim by representing England on World Mathematics Day. The detail in curriculum planning, however, is not refined enough to get the very best from links between literacy, numeracy and information and communication technology (ICT). Assessment is of a high quality and involves pupils very well. The quality of marking, whilst exemplary in some classes is not consistently specific enough in the suggestions for improvement and at times it is not followed up.

56.2 Very effective assistance is offered to families and to pupils with barriers to learning, which results in pupils participating in all that the school provides. The Pupil Development Centre complements the good behaviour management within the school to support and guide pupils. Great success has been achieved in improving attendance, which has risen rapidly in recent years to exceed that of similar schools. The school community is a harmonious and happy place to be; behaviour is good, pupils are polite and show good sensitivity to the feelings of others. Pupils make an excellent contribution to decision-making about the life in and outside school. Class views feed into the school council and these have influenced decisions about specific issues, for example, aspects of school lunches,

changes to the playground, setting by ability in Key Stage 2 and choices of curricular topics.

56.3 Senior leaders have a good understanding of the school's religious, ethnic and socio-economic context, and promote community cohesion extremely well. Procedures for safeguarding pupils are outstanding; at all times the school is safe and secure. The school has made significant improvement since the last inspection. This good track record coupled with incisive and rigorous systems for school self-evaluation and a highly effective drive for improvement gives the school an outstanding capacity for further improvement.

56.4 **What does the school need to do to improve further?**

- Raise the school's effectiveness from good to outstanding by:
  - bringing the quality of marking and its use in all classes up to that of the best practice
  - refining the planning of the curriculum so that links between subjects are fully developed to raise attainment further.

**57.0 White Laith Primary School (November 2011)**

57.1 Grade: 2

This is a good school. It has improved since its previous inspection. The Early Years Foundation Stage continues to be outstanding and a model of exemplary practice. The spiritual, moral, social and cultural development of pupils has improved and is now excellent. This is underpinned by pupils' superb behaviour that contributes to their outstanding attitudes to safety and healthy lifestyles. The outstanding provision for safeguarding, care, guidance and support helps pupils to develop the confidence and independence that enable them to become effective learners and mature members of their cohesive school community.

57.2 The majority of children start school with skills below age-related expectations. All groups of pupils make good progress and, by the end of Year 6, attainment is broadly average in English and mathematics. Recent data and observations indicate that attainment is rising. Ambitious targets are being met. However, it is too early for this improvement to be regarded as secure, particularly because mathematics is not as strong as English. Pupils do not have sufficient opportunity to use and apply problem-solving and mathematical skills to subjects across the curriculum. Writing is used more frequently in other subjects but opportunities for pupils to use these skills are not always fully exploited.

57.3 The quality of teaching is good overall, with half of all teaching seen judged outstanding. The strength of the teaching reflects the school's emphasis on the need for similar approaches in classroom management and teaching styles across the school. As a result, pupils are more aware of what is expected of them. The effective use of assessment ensures the learning needs of pupils are fully met. Skilful teaching of the links between sounds and letters has improved pupils' confidence and skills in reading and writing. The imaginative curriculum enables pupils to make good progress and outstanding partnerships ensure that the expertise of others extends, enriches and supports learning. Pupils enjoy their learning and achieve well.

57.4 School improvements reflect the quality of the strong leadership and management team; members strive at all times for excellence. Their accurate evaluation of the school and high expectations have helped to create a succinct and ambitious school improvement plan that includes effective monitoring and evaluation. This

makes use of a carefully planned system to track pupils' progress. This is working well and welcomed by parents, carers and pupils. However, some changes are not fully embedded to show their impact in a sustained rise in attainment. The school has good capacity for sustained improvement.

**57.5 What does the school need to do to improve further?**

- Raise attainment in English and mathematics at the end of Year 6 by:
  - strengthening the use of writing across all curriculum subjects
  - increasing the opportunities for problem solving and the application of mathematical skills across the curriculum.

**58.0 Wigton Moor Primary School (May 2011)**

**58.1 Grade: 1**

This is an outstanding school. It makes a considerable difference to the lives of the young people in its care. The vast majority of parents and carers who responded to the inspection survey are highly supportive of its work.

**58.2** Despite significant changes in staffing over the last year the school has maintained its outstanding levels of performance in key areas. Children enter the Reception class with basic skills that are broadly typical for their age although these vary widely between individual children from below to above expectations. They make good progress in the Early Years Foundation Stage because of the good provision, leadership and management, and outstanding welfare arrangements. Attainment by the time pupils leave the school in Year 6 is high and progress across Key Stages 1 and 2 good. Progress for pupils with special educational needs and/or disabilities is also good, as is the progress of pupils who speak English as an additional language. This is because of the very effective additional support programmes put in place by the school.

**58.3** Teaching is good overall, with some that is outstanding. Good pace and challenge, varied and often practical activities, good use of assessment and animated teaching are characteristics of the most effective lessons. There remains a small amount of satisfactory teaching. The curriculum is outstanding, providing pupils with stimulating experiences and opportunities to learn about the world. Behaviour is excellent and attendance good. Pupils' spiritual, moral, social and cultural development is outstanding, meaning that they are prepared exceptionally well for the next stage in their learning. Pupils say they feel very safe, their understanding of healthy living is very good and their contribution to the school and wider community is excellent. Care, guidance and support are outstanding, reflecting the high levels of commitment and skill amongst the staff.

**58.4** The senior leaders and managers provide excellent direction for the school having focused staff very effectively upon improvement. Inconsistencies remain, however, in the monitoring role of subject leaders. Self-evaluation is very largely accurate, and plans for further development are excellent. As such, the school's capacity for sustained improvement is good. Partnership working is outstanding, as is the promotion of equal opportunities. Governance is good and, given the outcomes, the school provides excellent value for money.

**58.5 What does the school need to do to improve further?**

- Further develop the monitoring role of subject leaders so that:
  - they have a more accurate picture of the quality of teaching and learning in their areas

- their actions for future improvement are better informed.

**59.0 Yeadon Westfield Infant School (May 2011)**

59.1 Grade: 2

This is a good school where children achieve well as a result of good teaching, a strong emphasis on promoting their personal development and above average attendance.

59.2 Children enjoy school and are well prepared for the next steps in their education. The overwhelming majority of parents and carers say their children are happy, safe and well cared for at school.

59.3 Improvements since the last inspection have consolidated the school's good performance. In particular, provision for the Early Years Foundation Stage is more effective, teachers have a more secure knowledge of the stage individual children are at in their learning and this information is used well to plan lessons.

59.4 The headteacher and her team have created an inclusive ethos. The individual needs of each child are well understood. Careful tracking of each child's progress informs the use of effective small group work to develop children's skills in reading, writing and mathematics, and ensure that they have the social and emotional skills to get the most from whole-class teaching.

59.5 Children behave well. The school places a strong emphasis on social and moral development. Children are encouraged to work and play together and this fosters good relationships. A consistent approach to behaviour management and the effective use of additional adults means that the complex needs of a very small number of children are managed sensitively so that all children thrive in a safe, nurturing environment.

59.6 Feedback to teachers on their performance sometimes lacks the sharpness needed to move good teaching to outstanding.

**59.7 What does the school need to do to improve further?**

- Ensure senior leaders further strengthen the quality of teaching by providing feedback to teachers that always focuses on:
  - the progress of different groups of children in the context of whole-class teaching
  - the quality and impact of specific elements of their practice, for example, skills in questioning, feedback to children on how to improve and the pace of learning