

Iveson Primary School

Inspection report

Unique Reference Number	107886
Local authority	Leeds
Inspection number	377661
Inspection dates	30–31 January 2012
Lead inspector	Bernard Jones

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Alun Ellis
Headteacher	Diana Mann
Date of previous school inspection	18 November 2008
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Introduction

Inspection team

Bernard Jones
Kathryn Dodd

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Sixteen lessons were observed, involving nine teachers. Meetings were held with pupils, parents and carers, members of the governing body and staff and a representative of the local authority. Inspectors observed the school's work and looked at documentation provided by the school, which included pupils' work, teachers' planning, assessments of pupils' progress, and information about safeguarding and child protection. Questionnaire returns from staff and pupils were analysed, along with 36 returns from the questionnaires sent out to parents and carers. There were no responses recorded on the on-line questionnaire, (Parent View) to aid inspection planning.

Information about the school

Iveson is a broadly average-sized primary school. Nearly half the pupils are from minority ethnic groups and around a third are from homes where the first language is not English, which is much higher than average. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs is broadly average. The school has achieved Advanced Healthy School status. A new headteacher was appointed in September 2010 and a new deputy headteacher in the following year. The unvalidated data for 2011 shows the school does not meet the current government floor standards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	4
Achievement of pupils	4
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and achievement, especially in reading, writing and mathematics.

- Achievement is inadequate because pupils do not make enough progress in their reading, writing and mathematics, throughout Years 1 to 6. Consequently, attainment in these core subjects is significantly below average. There is a legacy of underachievement for many pupils since the last inspection that presents a significant barrier to their achievement. However, the progress pupils make is systematically improving under the new leadership in the school.
- The quality of teaching has been satisfactory over time. Although it remains satisfactory, there is an increasing amount of good teaching and inadequate teaching has been eradicated. This improvement provides a firm foundation for even further progress. Where teaching is satisfactory, rather than good, it lacks a clear focus on ensuring that pupils are challenged to make good, rather than satisfactory progress.
- Pupils behave well and respond positively to opportunities to be independent. They are keen to learn and invariably follow teachers' instructions. They understand well how to keep themselves safe.
- Leadership and management are satisfactory. The rigorous systems introduced to chart pupils' progress and to monitor the quality of teaching are proving to be valuable tools in informing leaders of their effectiveness and impact. As a result, self-evaluation is accurate and whole-school planning is good. Senior leaders have a much clearer picture of how well the school is doing and what it should be doing better. Recent changes to staffing, including at the most senior level, have bedded in and management structures through the school are effective. There is an ambition among staff and a drive for improvement which are having a positive impact. The new leaders

have ensured that pupils' attainment is rising and their progress throughout the school is improving.

What does the school need to do to improve further?

- Raise pupils' attainment and improve their progress in reading, writing and mathematics by:
 - developing the use of individual targets in reading to inform pupils more precisely about their progress and the next steps they need to take to improve further
 - ensuring that all staff involved in teaching reading are fully equipped to do so effectively
 - giving pupils more opportunities to learn to write in different styles to suit different purposes
 - ensuring pupils develop their mathematical skills in calculating and problem-solving and learn better how to use the language of mathematics
 - planning more formally to give pupils additional opportunities to use the basic skills of communication and mathematics in other areas of the curriculum.
- Increase the amount of good teaching by:
 - building on the examples of good practice that exist to obtain greater consistency in the quality of teaching and learning
 - focusing teachers' planning on what they expect pupils of different abilities to achieve in lessons and using this to challenge all pupils to make good progress.

Main Report

Achievement of pupils

Inspectors observed almost all pupils making satisfactory or better progress in lessons. Pupils were seen improving their levels of understanding, knowledge and skills across a range of subjects. However, their longer term achievement has been hindered by low attainment and a history of underachievement. As a result, their overall achievement is inadequate and attainment is still low. Better teaching and much more rigorous checks on pupils' progress are bringing pupils' attainment closer to the national average. Children currently in the Early Years Foundation Stage joined the nursery with knowledge, skills and understanding that were below the levels expected for their age; they make satisfactory progress. However, these levels vary each year and more often the pupils currently in Key Stages 1 and 2 joined the school with low levels of attainment.

Pupils' gaps in prior knowledge slow their progress in developing their reading skills and attainment in reading is low by the end of Year 2 and Year 6. The improved teaching they receive is having a positive impact on raising reading standards. However, some staff lack the training and expertise to counter the difficulties that many pupils experience, particularly the significant number who speak English as an additional language. In writing and mathematics, pupils' attainment, although improving, remains low. Opportunities provided for pupils to focus on their writing are helping them to develop their skills, but there are not always enough opportunities in other subjects to practise using different writing styles to meet different purposes. In mathematics, calculation and problem-solving skills are proving more difficult to develop. Pupils are not consistently required to use the language of

mathematics, for example, terms such as 'place value,' which slows learning as explanations have to be repeated.

Pupils who are disabled and those who have special educational needs make progress in line with their classmates because of effectively targeted support, particularly by teaching assistants. The school has enjoyed a good measure of success in identifying and closing some gaps in achievement among different groups of pupils but overall it still has some way to go. Pupils who speak English as an additional language are now making better progress, as are pupils who the school identifies as being potentially vulnerable because of their circumstances. The large majority of parents and carers feel that their children make good progress and that they are helped to develop basic skills, with any particular needs being met. The comment of one parent or carer typifies their views, stating, 'The teachers and support staff are dedicated and very supportive. Any problems my son has had have been dealt with swiftly, and extra tuition has been provided for subjects he has struggled with.'

Quality of teaching

The quality of teaching is satisfactory and improving. Some is good, but most remains satisfactory. Teachers manage their classes well. Pupils contribute to this by their good behaviour, and there is a positive learning atmosphere in lessons. Where teaching is good, pupils' enthusiasm and enjoyment is marked, for example, in learning about verbs, the teacher 'performed', according to the suggested 'doing word'. The pupils' excited responses to her running, jumping, hopping and bouncing were a pleasure to see, and their learning was duly consolidated. Teachers generally undertake marking conscientiously, ensuring it encourages pupils. The best marking helps pupils understand the next steps they must take to improve further. Pupils are not as familiar with their targets in reading as they are in writing and mathematics.

In much of the satisfactory teaching, and particularly in reading, pupils are not given enough information about how well they are doing and the steps they need to take to improve further. Information and communication technology (ICT) is used effectively to engage pupils and to help them to understand new ideas. Where teaching is good, assessment data are used well to match the content of lessons to pupils' abilities. Teachers plan carefully what they expect different groups to learn, and what progress they should make. This is not consistently the case and teachers are not always clear about what represents good progress for different groups, resulting in work that is sometimes not challenging enough. The very large majority of parents and carers expressed the view that teaching is good. The inspectors found that teaching is clearly improving and many aspects of teaching are now good, for example, in the way that pupils are taught to behave well.

Behaviour and safety of pupils

A strong feature of the school is the consistent approach taken by all staff to ensure good behaviour. Pupils who exhibit challenging behaviour as part of their learning difficulties make good progress in managing how they act towards others. Behaviour over time has improved, with a significant decline in exclusions and reported incidents of racism or bullying. Pupils feel secure in school and learning is rarely interrupted by inappropriate behaviour in classrooms. Inspectors observed many examples where pupils' good behaviour was a positive force in their learning. They show enthusiasm, politeness, consideration for others because they are taught to do so from their earliest days in the nursery. When asked to work on their own or in groups, pupils can be relied upon to maintain their efforts outside

the immediate sphere of influence of the teacher, so developing their independent learning skills. Pupils play well together at break times. During the inspection, all groups of pupils said that they felt safe in the school and bullying was not an issue. Most pupils who responded to the inspection questionnaire agreed that behaviour is good. Attendance is broadly average and pupils are punctual to their lessons. The large majority of parents and carers who replied to the inspection questionnaire and those who talked to the inspectors felt that there was a good standard of behaviour at the school and that pupils felt safe. The curriculum deals well with helping pupils to identify areas and situations where there is potential for danger to their well-being, for example, they are taught to adopt safe practices on the internet.

Leadership and management

The headteacher ensures a clear vision for the school, based firmly on raising attainment by helping pupils to achieve their potential. Senior leaders have put in place some effective, tried and tested strategies for improvement which are showing impact. They acknowledge that there is a need for more time before the improvements have their full effect. The school's records and inspection evidence show that attainment is rising and previous underachievement is being tackled with vigour and success. This reflects the school's satisfactory and increasing capacity to secure the necessary improvement. Middle leaders are developing effective leadership skills and take part more fully in monitoring and evaluating their subjects. The governing body makes a good contribution by supporting and robustly challenging the school. Significant turbulence in staffing, including at the most senior level, has settled. Staff share in the ambition to succeed and morale is at an all-time high. The quality of teaching is monitored regularly and rigorously. This process is accompanied by good quality professional development that is well targeted to the needs of the school and to strengthening areas that teachers need to improve.

Whole-school planning is good and self-evaluation is accurate. Assessment information is collected systematically and used well to inform teachers and the school's leaders about pupils' achievement and areas of weakness that must be tackled. On the basis of this, the school knows precisely how well it is doing and where efforts need to be channelled to improve further. Whole-school targets for improvement are set appropriately. The school's leaders meet their responsibility satisfactorily to ensure equal opportunities for pupils. Any form of discrimination is tackled assiduously and where previously there were gaps in the performance of different groups, they are closing. Leaders, including the governing body ensure that requirements are met regarding safeguarding procedures and that the school has all necessary policies and procedures regarding behaviour and pupils' safeguarding.

The curriculum is satisfactory. There is an appropriate focus on improving pupils' spiritual, moral, social and cultural development, which ensures that provision has a positive impact on pupils. Morning assemblies are particularly effective in reinforcing messages that help pupils understand their place in the wider society and their duties and responsibilities to themselves and others. Good partnerships have been established with other schools to ensure that the school looks outwards at good practice in order to improve further. This approach to generating positive partnerships is reflected in the support of the large majority of parents and carers who were interviewed and those who returned questionnaires.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 February 2012

Dear Pupils

Inspection of Iveson Primary School, Leeds, LS16 6LW

Thank you for your warm and friendly welcome when my colleague and I inspected your school recently. Please thank your parents and carers for their letters and for taking the time to talk to us. You told us that you like coming to school and feel safe. We like the way you take responsibility and how helpful older pupils are towards younger children.

We have decided that the school needs a notice to improve. This is because your progress is not yet fast enough, so that by the time you leave Year 6 attainment in reading, writing and mathematics is not as high as it should be. Most of you have been at the school for some time and experienced a period when teaching did not help you to make the progress you were capable of. The staff are now working hard and with some success to make up this lost ground in your learning, particularly in improving your literacy and numeracy skills.

To make things better, we have asked your headteacher and teachers to improve your reading, writing and mathematical skills. You were positive in your questionnaire responses about your teachers, and we agree that they are very effective in teaching you to behave well and consider others. We feel they now need to challenge you even more by planning their lessons more carefully so that whatever level you are working at, you are stretched to make good progress and to know when you have done so. This also means that all teachers need to focus their marking on telling you the next steps you need to take to improve further. We have also asked that you are given more opportunities to practise and improve your literacy and numeracy skills in other subjects.

We wish you all the very best for the future.

Yours sincerely

Bernard Jones
Lead inspector

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