

Burley St Matthias' Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	108001
Local Authority	Leeds
Inspection number	356288
Inspection dates	3–4 November 2010
Reporting 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	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	174
Appropriate authority	The governing body
Chair	Dr Mike Winter
Headteacher	Ms Kate Cameron
Date of previous school inspection	19 November 2007
School address	Burley Road Leeds West Yorkshire LS4 2HY
Telephone number	0113 214 4523
Fax number	0113 274 4733
Email address	camerok03@leedslearning.net

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 14 lessons, and seven different teachers were seen. In addition, samples of pupils' work were scrutinised. The inspectors held meetings with members of the governing body, staff, groups of parents and carers, the school improvement partner and pupils. They observed the school's work and looked at the data on pupils' performance, development plans, safeguarding documents and records of the school's own monitoring of its performance. The responses to 73 parents' and carers' questionnaires were considered, alongside questionnaire responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of actions taken to improve teaching and learning and standards in mathematics throughout the school.
- How well teachers use information about pupils' abilities to plan their lessons to meet the needs of all.
- How well subject leaders' roles have been developed to monitor the quality of teaching and learning in their subjects.
- The effectiveness of the school's efforts to improve attendance.

Information about the school

This is a smaller than average size school. Just over half of pupils are from minority ethnic backgrounds with a few at an early stage in learning English. The proportion of pupils with special educational needs and/or disabilities is above average. The number of pupils known to be eligible for free school meals is well above average. The school experiences higher than normal mobility rates. In the temporary absence of the headteacher, the school is currently being led by the deputy headteacher.

The school has Healthy School status, the Artsmark and Investors in Pupils award.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that gives good value for money. The school enjoys the support of most of its parents and carers because they feel informed and included. Pupils achieve well, so that attainment is broadly average by the time they leave Year 6. Children in the Early Years Foundation Stage also achieve well. Pupils benefit from teaching that is mainly good, although there is some unevenness that results in pupils' attainment and progress initially dipping when they transfer from Key Stage 1. There are examples of excellent practice in the way in which some teachers plan their lessons so that different groups of pupils are highly challenged. However, some teachers do not plan precisely enough to stretch all pupils across the ability range. Pupils take a positive approach to living healthily and they have a good understanding of how to live safely. The good provision for spiritual, moral, social and cultural development makes a positive impact on pupils' behaviour, which is therefore good. Pupils are taught well how to take responsibility and they relish the opportunities to do so. This is an inclusive school where pupils make a willing contribution to the school and the wider community. The good care, guidance and support pupils receive are reflected in their positive relationships with each other and their teachers. Pupils work well independently, and lessons are characterised by effective, collaborative working. Vulnerable pupils are particularly well catered for and the few pupils at an early stage in learning English receive well-targeted support that helps them to make good progress and participate fully in school life.

Self-evaluation procedures are effective and the school has an accurate knowledge of its strengths and weaknesses. Senior leaders closely monitor the impact of actions taken to improve attainment and progress and rightly identified that standards were not as high in mathematics as in English. Appropriate action has resulted in improvements in the progress pupils make in mathematics, even though standards in the subject remain slightly lower than in English. Senior leaders are also successful in improving teaching through rigorous approaches to monitoring and evaluating teaching and learning. The school is well placed to raise standards and has demonstrated that it has a good capacity to improve further and to sustain improvements. For example, past weaknesses in teaching have been successfully tackled. Pupils' attendance is broadly average, despite the school's concerted efforts to raise levels. The governing body makes an effective contribution by supporting and challenging the school. Along with the senior team, they ensure a clear vision that all staff subscribe to, and morale is high.

What does the school need to do to improve further?

- Raise standards in mathematics by:
- – ensuring that the excellent practice that exists in the school is identified and spread across all years

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- – improving pupils' knowledge and understanding of the language of mathematics and reinforcing this in other subjects across the curriculum
- – giving more planned opportunities for pupils to use calculation skills in subjects across the curriculum.
- Raise the quality of teaching overall to the level of the best in school by:
 - – building on the examples of excellent practice that exist in the school to obtain greater consistency in the quality of teaching and learning
 - – ensuring teachers plan lessons that stretch and challenge pupils of all abilities to achieve the best of which they are capable.
- Improve attendance by:
 - – ensuring that pupils and parents and carers are fully aware of the impact of poor attendance on pupils' standards and the progress they make
 - – capitalising on the good relationships the school has with parents and carers to commit them to improving attendance.

Outcomes for individuals and groups of pupils

2

Learning is good in classrooms because teachers prepare interesting work that pupils enjoy. In addition, pupils have good relationships with each other and their teachers and behave responsibly and well. They listen carefully when required and participate joyfully in the many opportunities given to share their learning in pairs and groups. As well as enjoying their work, pupils achieve well and are equipped and ready for the next stage of their education, particularly in terms of their positive attitudes to school and learning.

Many children enter the Reception Year with skills and knowledge that are well below those typically expected for their age. They make good progress through the Early Years Foundation Stage and build on this to achieve well through the rest of the school. Pupils leave Year 6 with attainment that is broadly average. Pupils with special educational needs and/or disabilities, other vulnerable pupils and those learning English as an additional language enjoy their work, make good progress and achieve well because of the good quality support they receive in lessons from teachers and teaching assistants. The higher than normal proportion of pupils who join the school at different times than usual are quick to make up ground and demonstrate good achievement, in line with that of their peers.

Pupils are open and welcoming to visitors and they appreciate the cultural diversity of the school and the community in which they live. They develop a good understanding of right and wrong, which contributes significantly to the harmonious relationships that characterise the school. The school council is effective and puts forward ideas. Pupils eat healthily and have a good awareness of the need to play sports and keep fit. Many take part in sport offered by the school in addition to the balanced programme of planned lessons in physical education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching is mostly good, but a little remains no better than satisfactory. Where teaching is most effective, teachers are very clear about what they expect different ability groups of pupils to learn, and what progress they should make. The school has started to change teaching and learning approaches in order to consolidate improvement in basic literacy and numeracy skills more effectively. This is having a positive impact in improving pupils' progress and attainment in mathematics. Teachers do not plan enough opportunities for pupils to develop their calculation skills in subjects across the curriculum. Teachers use assessment effectively to support learning. Their marking of work is undertaken conscientiously and is encouraging and helpful in pointing to the next steps in pupils' learning. Pupils' targets for improvement are mainly used well and are appropriately challenging. Information and communication technology (ICT) is used effectively to engage pupils and to help convey difficult concepts. The needs of pupils who may have extra educational, language or social needs are met well by teachers' and teaching assistants' very caring relationships with pupils and the carefully targeted support given.

The curriculum is broad and meets pupils' personal needs as well as contributing to the raising of their academic achievement. The effective partnerships developed with other schools and agencies enhance the curriculum. They help to provide a good range of additional activities in sports and the arts. These are popular with pupils and enrich the life

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of the school. They make a positive contribution to pupils' personal development as do the many visitors and educational visits and the annual residential experience for Year 6 pupils. Pupils feel safe in school. The school takes a rigorous approach to encouraging good attendance, but has been unable to convince a few parents of the value of good attendance. The school's good quality care, guidance and support and the effective links between the school and outside specialists ensure pupils' well-being and general good development. There is a strong and effective partnership established with parents and carers early in the pupils' life in the school so that any concerns are dealt with quickly. As a result, pupils learning English as an additional language, those with special educational needs and/or disabilities and other vulnerable pupils feel secure and, along with their peers, make good progress.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The clear vision of the senior team and the governing body is used effectively to set the pace and direction for the school's development. Staff throughout the school share in the ambition to succeed. They contribute well to ensure overall good quality teaching and learning and a drive to improve further. Subject leaders make a good contribution to the overall management of their subjects, but their skills in monitoring and evaluating the quality of teaching are underdeveloped. The governing body makes sure that all recommended practice is observed regarding the safeguarding of its pupils. It also good at carrying out its responsibilities to ensure equal opportunities for pupils in all aspects of their school life and that the school tackles any form of discrimination assiduously. Financial control, planning and accountability are good and resources are used well. The provision for community cohesion is satisfactory. Pupils from different backgrounds interact positively and there is a harmonious atmosphere in and around the school. However, senior managers are at an early stage in formally monitoring and evaluating the impact of the strategies put in place to promote community cohesion. The school has a good knowledge of its strengths and where it needs to improve further. Good quality planning at all levels supports further improvement. Productive partnerships with other schools ensure a flow of expertise into the school. Self-evaluation is based appropriately on measuring the impact that actions taken have on pupils' attainment and progress. The result is a successful school where pupils achieve well.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle very quickly into the reception class because parents and carers are encouraged from the start to be full partners in their children's education. There are good induction procedures in place and children benefit from the calm, purposeful learning atmosphere engendered by the staff. On entry, the skill levels of many of the children are well below those expected, particularly in language and mathematical skills, personal and social development and knowledge and understanding of the world. They make good progress in relation to their starting points in all areas of learning and join Year 1 with skill levels that are still below, but much closer to, those expected. The quality of care, guidance and support is good and staff are particularly successful in developing children's personal and social development. The few children who are at an early stage in English language receive good support and make good progress. Vulnerable children, too, benefit from the good care provided and achieve well.

The good leadership and management provided ensures a well-structured curriculum that builds children's learning systematically. Staff know well how young children learn and provide enjoyable and stimulating activities. Children work well with their teacher and other adults and respond positively as they develop independence through choosing their own activities in the classrooms and outside. For example, children created their own 'rocket' from blocks and made lists of things they would take with them on their journey to the moon. They use their imaginations well, extend their vocabulary and learn to share and work with others. The use of both indoor and outdoor areas is planned carefully to provide exciting stimuli for children, but physical barriers mean that the potential of the outdoor area is not fully exploited. A sound assessment procedure is in place where observations are carried out and recorded to build a full picture of each child's achievement and progress. However, teaching assistants are not sufficiently well-trained to make a significant contribution to the assessment procedures.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Around 40 per cent of parents and carers returned the questionnaire, which is a broadly average response. The returns indicate that the very large majority strongly support the school and this was confirmed in interviews with parents and carers. They value the safety and security provided and approve of the approaches taken to ensure pupils behave well and live harmoniously in the school community. They feel that the teaching is good and their children are prepared well for the future. Almost all parents and carers say they are aware of their children's progress and are satisfied with their children's achievement. The comment, 'It is a very friendly and caring school where the children have a range of many different activities to encourage their learning' encapsulates parents' and carers' positive views about the school. A few felt that their child is not making enough progress and that the school does not do enough to help parents and carers support their children's learning. The inspectors were unable to endorse these particular points of view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burley St Matthias' Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 174 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	67	23	32	1	1	0	0
The school keeps my child safe	50	68	22	30	1	1	0	0
My school informs me about my child's progress	34	47	33	45	4	5	1	1
My child is making enough progress at this school	16	22	48	66	6	8	0	0
The teaching is good at this school	32	44	37	51	1	1	0	0
The school helps me to support my child's learning	32	44	32	44	5	7	0	0
The school helps my child to have a healthy lifestyle	38	52	31	42	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	42	29	40	0	0	3	4
The school meets my child's particular needs	29	40	37	51	3	4	0	0
The school deals effectively with unacceptable behaviour	26	36	38	52	4	5	0	0
The school takes account of my suggestions and concerns	28	38	37	51	2	3	2	3
The school is led and managed effectively	30	41	35	48	1	1	1	1
Overall, I am happy with my child's experience at this school	40	55	31	42	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



5 November 2010

Dear Pupils

Inspection of Burley St Matthias' Church of England Voluntary Controlled Primary School, Leeds, LS4 2HY

I would like to thank you for being so welcoming and friendly when my colleagues and I inspected your school recently. Please thank your parents and carers for all their letters and for taking the time to talk to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. We found that yours is a good school. We like the way you take responsibility, and how helpful older pupils are towards younger children. We particularly enjoyed the way you participate so enthusiastically in your physical education lessons and during music lessons when you sing as well as you do. You obviously enjoy coming to school and this shows in your good behaviour in classrooms and around the school. We appreciate how your school helps you in learning to live healthily and safely so that you develop into mature young people, ready to progress to the next stage of your education.

The teaching you receive is good. This means that you achieve well and the standards you reach by the end of Year 6 are broadly average. You were very positive in your questionnaire responses, saying that you like your teachers and the way they take good care of you. To make things even better we have asked your headteacher and teachers to help all of you to improve your skills in mathematics. We have also asked your teachers to change some of the ways they plan lessons so that all of you achieve the best you can. You can help by continuing to work hard and making your contribution to improving the school's attendance rates.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Mr Bernard Jones

Lead inspector

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