

Austhorpe Primary School

Inspection report

Unique Reference Number	107939
Local Authority	Leeds
Inspection number	356264
Inspection dates	3–4 March 2011
Reporting inspector	John Young HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Mr Paul Butler
Headteacher	Mrs Caroline Robinson
Date of previous school inspection	5 November 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 11 lessons, seeing some of the seven classes twice. This included joint observations with the school's senior leaders. They held meetings with school staff, the School Improvement Partner, the chair of the governing body and groups of pupils. They observed the school's work and looked at a range of other evidence including development plans, safeguarding arrangements and self-evaluation documents. Inspectors also analysed the 62 responses to questionnaires returned from parents and carers, 14 from staff and 100 from pupils.

The inspection team reviewed many aspects of the school's work. Inspectors looked in detail at a number of key areas.

- The learning and progress of different groups of pupils as they move through the school.
- Whether teaching and the use of assessment to support pupils' learning enables all pupils to flourish relative to their capabilities and starting points.
- Whether curriculum provision effectively promotes pupils' good learning and development and is well matched to their needs and interests.
- The reliability and validity of the Early Years Foundation Stage, Key Stage 1 and special educational needs and/or disabilities assessment procedures.
- The success with which leaders and managers have tackled the identified areas for improvement from the previous inspection.

Information about the school

At this smaller than average-sized primary school almost all pupils are White British and live locally. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is much lower than the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average.

The school holds a number of awards including Healthy School status, the Stephen Lawrence award, Investors in Pupils and the Financial Management in Schools Standard. The school also provides some extended services such as study support, family learning programmes and community access to facilities. Since the previous inspection there have been considerable changes to staffing in the Early Years Foundation Stage. The school has appointed an inclusion manager, who also undertakes the special educational needs coordinator role. The school has formed a cooperative trust with a number of local schools.

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

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.

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.

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.

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.

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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.

Outcomes for individuals and groups of pupils

2

Pupils enjoy the educational experience the school offers and demonstrate this through their positive attitudes to learning, excellent attendance and good behaviour. This culminates in their high attainment and good academic achievement. Pupils are self-assured, articulate and inquisitive. They are encouraged to take responsibility for their own learning which they relish. Staff challenge pupils to think creatively and problem-solve, and to plan and discuss work with their peers. As a result, pupils are becoming adept at a number of key skills.

Pupils' attainment has been significantly above average for several years. Even taking account of some discrepancies in assessments at Key Stage 1, by the end of Key Stage 2 pupils' progress is good for the large majority. Inspection evidence and the school's own robust data show that the majority of pupils are making effective progress. The school met its challenging targets in 2010. However, there is further work to do to accelerate pupils' learning and development in the Early Years Foundation Stage, increase the proportions of pupils who reach the highest levels by the end of Key Stage 1, and boost the achievement of identified groups who currently make satisfactory rather than good progress by the end of Key Stage 2.

Pupils feel safe in the secure environment the school provides. They keep fit, eat healthily and learn about the dangers that can affect their social, emotional and physical well-being effectively. Pupils make a good contribution to the school and wider community. They

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raise funds for charities, mentor younger children and help to organise events such as performances for local elderly residents. Pupils develop a good range of literacy, numeracy, social, organisational and business and enterprise skills which will aid them in the future. Their social, moral, spiritual and cultural development is also good. They are courteous, know the difference between right and wrong and resolve their differences sensibly. They can also reflect on the implications of their actions. Their understanding of other cultures is much improved.

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	1
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	3
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	2
Taking into account:	
Pupils' attendance ¹	1
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?

Most teaching is good which ensures that most pupils learn effectively. Conscientious and enthusiastic staff use their good subject knowledge to plan lessons that pupils usually find demanding, interesting and enjoyable. High staff expectations and pupil aspirations combine to produce a competitive and industrious learning environment with a good focus on developing, applying and consolidating pupils' knowledge and understanding across a range of subjects. This is reinforced by appropriate guidance and support, often from teaching assistants. Less effective practice observed during the inspection included uninspiring teacher monologues and work that was too hard or too easy which led to pupils becoming disengaged and making slower progress. The use of assessment to support learning is satisfactory. Marking and feedback is sound and pupils have opportunities to engage in assessing their own work and that of their peers. Assessment,

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monitoring and tracking procedures have recently been strengthened but were previously flawed. Opportunities are missed to share the best practice that already exists.

The quality and range of curriculum experiences pupils receive are good. The emphasis on connecting learning through themes works well. A number of strong partnerships allow the school to supplement core provision with a range of additional activities such as: design technology; arts and craft; French; a regular podcast with East Leeds FM radio; the Year 5 and Year 6 residential trips to Kingswood and Robin Wood; visitors such as the poet Peter Stafford; the community police and the fire brigade; gardening and drama activities. Pupils and staff also talked proudly about the exploits of the school choir and sports teams.

The good care, guidance and support the school provides enables pupils to feel secure and well supported. This is facilitated by a caring ethos and positive relationships between pupils and staff. Academic guidance is largely effective and has supported most pupils' improved achievement and the consistently high standards they attain. Provision for pupils' pastoral welfare is also strong. Potentially vulnerable pupils are identified early and robust procedures, including effective liaison with parents and carers, external agencies and trust partners, ensure that no-one slips through the net of support the school provides, or underachieves. Transition into and through the school is well managed, allowing pupils to settle quickly and focus on their learning and development. The school is working with other providers to ensure it receives prior attainment information on children entering the Reception class, which does not always happen.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
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?

Leaders and managers are hungry for further success and have clear and coherent plans to facilitate this. They have developed a strong team ethos among staff who share a sense of common purpose and understand the essential role they must play in sustaining the school's improving profile. Leaders' good impact is evident in their tackling of key issues from the previous inspection, pupils' rising achievement and the improvements secured in almost every aspect of the school's provision. Teaching and learning is effectively managed; there is regular and rigorous scrutiny of pupils' work and progress, staff planning, delivery and assessment. The use of more accomplished staff to model best practice is helping to raise the quality of teaching.

Members of the governing body fulfil their duties well. They bring to bear their considerable relevant skills in order to robustly monitor and evaluate the school's effectiveness, and to inform strategic planning and implementation. The school's

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engagement with parents and carers is good and includes regular contact and consultation, family learning opportunities and guidance to support their child's learning. The school has developed some good partnerships which are enhancing pupils' learning and well-being. These include the cooperative trust and meaningful business links which have led to increased resources and enterprise opportunities.

The school's effectiveness in promoting equality of opportunity and tackling discrimination is currently satisfactory, moderated by the uneven achievement of some groups of pupils, and despite their concerted efforts and well-conceived strategies. The school's good promotion of community cohesion is reflected in its local cultural heritage project and pupils' greater exposure to places and people that are different to themselves. This happy, harmonious, and outward-looking school is enabling pupils to recognise that they are part of a much larger and more diverse community beyond Austhorpe.

Safeguarding procedures are good and reflect the school's adoption of recommended best practice in relation to child protection, risk assessment, the safer recruitment of staff and site security. Safe practice is integrated well into the curriculum which ensures that pupils understand how to keep themselves and others safe. Value for money is good because resources are well deployed to ensure outcomes for most individuals and groups and the quality of provision are good. Financial management is sound.

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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage is satisfactory. Children enter and leave Reception with a level of skills and dispositions that are generally typical of age-related expectations. There is some uneven progress in particular aspects, but overall children achieve satisfactorily. Staff are caring and sensitive to children's needs which help children settle

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quickly. Children enjoy their learning and show this in their satisfactory personal development and well-being.

The quality of provision is satisfactory overall, but patchy. The impact of teaching is satisfactory. This is despite some good teaching observed during the inspection. The limited but interesting and well-planned indoor and outdoor areas stimulate the children to think creatively, make choices and interact with each other, which they do satisfactorily. Issues with the validity of assessments have been recognised and are being addressed. The school recognises and is planning to improve the resources available to pupils, which are not of a universally high quality. All welfare requirements, including those for safeguarding, are met.

The impact of new leaders is currently satisfactory. They are taking a systematic and proactive approach to tackling the issues around the tracking and assessment of children's progress and the quality of the learning environment. Although the conditions for learning are improving this has not yet led to the desired improvement in children's learning and development. Support from the school's trust partners has helped to strengthen provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The large majority of parents and carers who responded to the questionnaire were very positive about the school and its work on behalf of their children. They are extremely happy with their children's experience at school, wholeheartedly agree that the school is led and managed effectively, and that teaching is good. A very small minority of parents and carers do not feel the school keeps them informed about their child's progress or that their children are making enough progress. A few also feel that they do not get help to enable them to support their children's learning. Inspectors investigated these concerns, and found no evidence to support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Austhorpe 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	61	23	37	1	2	0	0
The school keeps my child safe	38	61	24	39	0	0	0	0
My school informs me about my child's progress	24	39	32	52	6	10	0	0
My child is making enough progress at this school	25	40	29	47	7	11	0	0
The teaching is good at this school	26	42	31	50	1	2	0	0
The school helps me to support my child's learning	22	35	33	53	6	10	1	2
The school helps my child to have a healthy lifestyle	21	34	38	61	3	5	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)	28	45	30	48	1	2	0	0
The school meets my child's particular needs	27	44	29	47	2	3	1	2
The school deals effectively with unacceptable behaviour	21	34	35	56	3	5	1	2
The school takes account of my suggestions and concerns	18	29	33	53	4	6	1	2
The school is led and managed effectively	31	50	28	45	2	3	0	0
Overall, I am happy with my child's experience at this school	31	50	25	40	1	2	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



7 March 2011

Dear Pupils

Inspection of Austhorpe Primary School, Leeds, LS15 8TP

Thank you for being so kind and polite to the inspectors when we visited recently. We learned a lot from watching your lessons and talking with some of you. We read with interest the views you and your parents and carers expressed in the questionnaires.

Congratulations! After studying all the evidence, we discovered that your school has improved in many ways since it was last inspected and now provides you with a good education.

We know that you will be pleased with this news because you told us how much you enjoy coming to school. You also told us you feel very safe and learn a lot in lessons. We found that you display good behaviour, have excellent attendance and positive attitudes to learning. Together with the good teaching you usually receive, this means most of you make good progress and reach standards that are well above what other children your age achieve. However, we found that not all groups of pupils make good progress and that staff incorrectly assessed some of your performances. The good curriculum offers you memorable experiences which you clearly treasure such as the Year 6 residential, the Olympic event you organised, and your research into the local hero John Smeaton. We also found that the school helps you to develop a good range of key social and basic skills that will aid you in the future. As a result, you are confident and are developing into mature and clever young people. You take a full part in school life and especially like the responsibility you are given such as being on the school council, and acting as playground leaders. Staff take good care of you, and most of you get the support and guidance you need to do well. The youngest children in your school make satisfactory progress during their time in the Early Years Foundation Stage unit. Senior leaders and governors work effectively to ensure the school runs efficiently.

In order for your school to be even more effective we have asked staff to:

- ensure assessment procedures are rigorous, reliable and secure
- ensure all pupils make at least good progress relative to their starting points
- ensure the inconsistencies that still exist in teaching and learning are removed.

Yours sincerely

John Young

Her Majesty's Inspector

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