

Harehills Primary School

Inspection report

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|--------------------------------|----------------|
| Unique Reference Number | 107925 |
| Local Authority | Leeds |
| Inspection number | 356261 |
| Inspection dates | 7–8 March 2011 |
| Reporting inspector | Kathryn Dodd |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 680 |
| Appropriate authority | The governing body |
| Chair | Ms Julia Shemilt |
| Headteacher | Mrs Margaret Broughton |
| Date of previous school inspection | 1 October 2007 |
| School address | Darfield Road Leeds West Yorkshire LS8 5DQ |
| Telephone number | 0113 2350539 |
| Fax number | 0113 2494970 |
| Email address | broughm02@leedslearning.net |

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 28 lessons involving 23 teachers and two higher level teaching assistants. The inspectors held discussions with staff, groups of pupils, with members of the governing body and with parents and carers. The inspectors observed the school's work and reviewed documentation, including a review of improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 313 questionnaires returned by parents and carers, 268 from pupils and 44 from staff.

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

- What accounts for low attainment by Year 6 and whether it is improving sufficiently quickly, particularly in reading by Year 2 and in writing by Year 6.
- Whether pupils make good progress, particularly those who:
 - start and finish their education in the school
 - join the school partway through their primary education
 - are at an early stage of learning to speak English.
- To what extent efforts to improve attendance are paying dividends.
- The consistency of the quality of teaching, particularly how well pupils are involved in understanding how they are getting on, and whether the curriculum is adapted well to boost attainment in reading and writing.
- The impact of leaders and managers at all levels and the governing body on promoting school improvement and raising attainment.

Information about the school

Most of the pupils at this much larger than average-sized school are from minority ethnic backgrounds. The majority of these are of Pakistani heritage. The remainder are from an increasingly diverse range of ethnic groups with approximately 33 first languages now represented. Almost all pupils speak English as an additional language and about one quarter are at an early stage of learning to speak English. The proportion of pupils that leave or join the school other than in the Nursery and Reception classes is much higher than average. This is because the school takes a number of pupils from the Gypsy Roma community, asylum seekers and from families of migrant workers, particularly from Eastern Europe. The proportion of pupils known to be eligible for free school meals is well above average and the proportion with special educational needs and/or disabilities is above average. The school has been accredited with Stephen Lawrence Education Standard, Investors in Diversity, and, has achieved Advanced Healthy School status. There has been a high turnover in staff in recent years, with five newly qualified teachers appointed in September 2010. Since the previous inspection, the number of pupils on roll has increased by approximately 20%.

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. 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.

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.

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

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extend their skills so that they can also make a fully effective contribution to monitoring the consistency of the quality of provision.

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.

Outcomes for individuals and groups of pupils

2

In lessons, pupils behave well. They are very attentive and keen to learn, responding enthusiastically to teachers' questions. Pupils work at a good pace, particularly when working alongside adults or collaboratively. Learning occasionally slows when pupils work independently, particularly when activities are insufficiently stimulating. Most pupils who start and finish their education here reach attainment that is close to the national picture. This represents good and, for some, outstanding progress from their well-below average starting points in the Early Years Foundation Stage. Pupils who are new to the school, including those still learning to speak English, along with pupils from Gypsy Roma heritage and those with additional social and emotional needs, all make excellent progress. Overall, pupils with special educational needs and/or disabilities make good progress.

Pupils' enjoyment reflects in the enthusiasm they participate in and talk about all that is on offer. Pupils relish the wonderful range of opportunities on offer to undertake responsibilities, acting as 'ambassadors' within and beyond school. This includes ensuring they keep one another safe and in encouraging healthy food choices. Attendance is average and is improving at a rapid rate, particularly for the few pupils who are persistently absent, owing to the school's excellent efforts. Pupils participate in many activities aimed at developing the skills needed for their future, such as by raising their aspirations, developing enterprise skills, and by becoming assertive and confident. The ease and maturity in which older pupils discuss their learning together, with adults and

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visitors, combined with their improving attainment demonstrates that they are soundly prepared for secondary school.

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 | 4 |
| 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 | 1 |
| 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?

Teachers' enthusiasm and very positive relationships, coupled with effective classroom organisation and management of behaviour all make a strong contribution to pupils' good progress. Careful deployment of support staff enables pupils with special educational needs and/or disabilities to make good progress. There are examples of outstanding teaching, particularly in Year 6. In these lessons, very direct, fast-paced, skilful and challenging questioning, along with very high expectations, keeps pupils continually on their toes. Similarly, teachers encourage their pupils to continually reflect on their progress towards reaching their challenging learning targets, for example, in writing. These best practices remain inconsistent across the school. In mathematics and literacy lessons, assessments of pupils' abilities are used effectively to influence teachers' planning. Targeted booster activities for pupils who need to catch up along with excellent support for pupils who are new to speaking English are all helping to raise attainment. Between Year 3 and 6, pupils make good progress in reading because activities are well matched to pupils' abilities. In Years 1 and 2, however, opportunities for developing reading skills at a good rate are hampered because the procedures for assessing pupils' abilities are not yet effective.

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Although the curriculum is mostly planned very well, there are not enough opportunities for pupils between Years 3 and 5 to apply their writing skills in lessons other than in English and mathematics. Similarly, in Years 1 and 2, pupils have insufficient time for reading, either individually, alongside adults, or in groups. Excellent partnerships beyond school significantly enhance the curriculum, which strongly contributes to pupils' enjoyment of school. Extensive opportunities to visit the locality, along with the many visitors to school broaden their life experiences.

Making sure that pupils are nurtured and cared for and are extremely safe is given the highest priority. Excellent quality pastoral support is evident in daily practices so that pupils are confident they feel safe and say that there is always someone on hand if they have worries. Pupils new to the school settle particularly quickly. The strong contribution of many specialist pastoral staff, good range of support and nurture programmes, coupled with the outstanding partnerships fostered with external support agencies, reflect the school's unrelenting commitment to eradicating any potential barriers to learning. This reflects in the significant improvements made in improving attendance rates and in outstanding progress made by some pupils, such as those who have additional social and emotional needs.

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 | 1 |

How effective are leadership and management?

This exceptionally caring, safe and supportive school is reflected in the commitment of everyone to promoting excellence, which permeates school life. This is why, for example the school's safeguarding procedures are outstanding. The impact of thorough training of staff at all levels, along with the ongoing communication between staff, home and support agencies shows in very detailed and meticulous written records. A strong emphasis is placed on the inclusion of pupils, particularly to eradicate any potential barriers to learning and to ensure all pupils can participate in everything the school has to offer. This demonstrates the school's successful commitment to providing equal opportunities for all. Induction arrangements for new staff and extensive opportunities for the professional development of all adults are particularly well thought through and skilfully steered by the headteacher and senior leadership team. Nevertheless, the skills of subject leaders in monitoring, evaluating and improving teaching are not yet fully developed.

Leaders forge good partnerships with parents and carers and know that their next steps are to extend the involvement of parents and carers in supporting reading at home. Partnerships with external support agencies, with businesses, local community professionals and with other schools all help to strengthen the quality of provision on offer

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and mirrors the outstanding contribution made to promoting community cohesion. Through extensive links, for example, with the mosque and the Gypsy Roma community, and around the world, such as in Pakistan, leaders have developed a very precise understanding of the extreme diversity of cultures, religions and social groups within the community served by the school. The school is, as a result, highly respected within the locality and influential in improving community life. The governing body makes an effective contribution. Despite recent changes in membership, it has a very clear understanding of the school's strengths and weaknesses, offering good support yet constructive challenge to promote improvement well. Its members are particularly knowledgeable about how to hold the school to account for safeguarding pupils. Their understanding of attainment and pupil progress data is also now developing at a good rate.

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 | 1 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 1 |
| The effectiveness with which the school promotes community cohesion | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

When children start in the Nursery or Reception classes, their communication, language, social and emotional skills are often weak. Staff work closely together, making good use of the information they collect about children's small steps in achievement to ensure children join in activities that take good account of their varying learning needs. As a result, children make good progress, although outcomes are less strong in reading.

Very warm and caring relationships between adults and children along with the welcoming and stimulating learning environment both indoors and out ensure that children are happy and feel very safe. Welfare provision replicates the high quality found elsewhere in the school. Children's personal, social and emotional development is particularly good because adults encourage them to behave well, take turns and share, and to develop their confidence and independence. Children get on noticeably well together, irrespective of

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their similarities or differences. A strong emphasis is given to developing children's language skills. The many children from different cultural backgrounds, particularly those at an early stage of learning to speak English, benefit from the skills of the bilingual staff.

Leaders have successfully strengthened the quality of provision since the previous inspection. As a result, even though the proportion of children reaching the expected levels of development by the start of Year 1 remains lower than expected, a higher proportion of children are now reaching these levels than previously. Leaders are well aware that their next steps are to extend the range of reading resources on offer and the opportunities for children to read both independently and with adults and to encourage reading at home.

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

An above average proportion of questionnaires were returned. Parents and carers are very supportive of most aspects of the school's work. They overwhelmingly agree that their children are kept safe and that the quality of teaching is good. A very small minority of parents and carers suggested that the school did not take account of their suggestions and concerns. The inspection found that good account is taken of parents' and carers' views. These are formally canvassed regularly by questionnaires and further informal opportunities are offered through activities such as weekly coffee mornings and 'stay and play' sessions. Many other parents and carers expressed their appreciation for the open and very welcoming approach of staff and leaders.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harehills 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 313 completed questionnaires by the end of the on-site inspection. In total, there are 680 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 156 | 50 | 144 | 46 | 11 | 4 | 1 | 0 |
| The school keeps my child safe | 141 | 45 | 159 | 51 | 9 | 3 | 3 | 1 |
| My school informs me about my child's progress | 130 | 42 | 157 | 50 | 18 | 6 | 6 | 2 |
| My child is making enough progress at this school | 128 | 41 | 165 | 53 | 15 | 5 | 2 | 1 |
| The teaching is good at this school | 137 | 44 | 155 | 50 | 13 | 4 | 4 | 1 |
| The school helps me to support my child's learning | 117 | 37 | 165 | 53 | 17 | 5 | 8 | 3 |
| The school helps my child to have a healthy lifestyle | 118 | 38 | 163 | 52 | 22 | 7 | 4 | 1 |
| 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) | 100 | 32 | 166 | 53 | 23 | 7 | 3 | 1 |
| The school meets my child's particular needs | 108 | 35 | 169 | 54 | 19 | 6 | 2 | 1 |
| The school deals effectively with unacceptable behaviour | 104 | 33 | 164 | 52 | 21 | 7 | 7 | 2 |
| The school takes account of my suggestions and concerns | 81 | 26 | 172 | 55 | 36 | 12 | 6 | 2 |
| The school is led and managed effectively | 96 | 31 | 182 | 58 | 13 | 4 | 7 | 2 |
| Overall, I am happy with my child's experience at this school | 136 | 43 | 154 | 49 | 14 | 4 | 4 | 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 | 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.



9 March 2011

Dear Pupils

Inspection of Harehills Primary School, Leeds, LS8 5DQ

Thank you so very much for the extremely warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and finding out about your views. You go to a good school. Although by Year 6, your attainment is lower than expected for your age, you make good and, sometimes outstanding progress. This is because many aspects of your school are good and some are outstanding. The school looks after you extremely well and makes sure you are safe. We were particularly pleased to:

- see how proud you are to belong to your school, particularly because of the many backgrounds of children within it. It is clear that you all get along really well together, treat one another and the adults with respect and learn in peace
- find out about all the many ways you are helping to improve your school and your local community, such as, developing a safe area to play and how your 'food ambassadors' encourage you to make healthy choices at lunchtime
- know that more of you are coming to school every single day.

We have asked that some improvements be made. These are to make sure that:

- your attainment in reading by the end of Year 2 improves by making sure teachers give you work that is just right for you, by giving you more chances to read in school and by encouraging you to read at home
- your attainment in your writing by Year 6 improves by giving you more chances to practise your writing skills and by making sure you are all clear about what you need to do to reach your writing targets
- you are taught equally well in all your classes and that adults with special responsibilities check even more carefully that you do.

You can help by making sure that you always checking what you still have to do to reach your learning targets, by reading regularly at home and of course you should make sure that you all come to school every single day.

Yours sincerely

Mrs Kathryn Dodd

Lead inspector

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