

# Lower Wortley Primary School

## Inspection report

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<b>Unique Reference Number</b>	107972
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356278
<b>Inspection dates</b>	8–9 March 2011
<b>Reporting inspector</b>	Kath Halifax

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	347
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Alice Nutter
<b>Headteacher</b>	Mrs B Giles
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Lower Wortley Road Leeds West Yorkshire LS12 4PX
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons taught by 12 different teachers. Further time was spent looking at pupils' records, work books, and information about pupils' progress. Inspectors held meetings with leaders, governors, staff, pupils and other professionals. They looked at the school's review of its work, the current development plan, minutes of governors' meetings, and documentation to ensure pupils are safe. The responses to 137 questionnaires from parents and carers were analysed.

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

- The effectiveness of strategies to raise the attainment of boys in Key Stage 1.
- The effectiveness of teachers' planning in providing for pupils of different ages in the same class.
- Pupils' achievement in information and communication technology (ICT).

## Information about the school

This larger-than-average primary school serves an urban area of Leeds. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are White British. A small proportion of pupils are from a range of minority heritages. The percentage of pupils with special educational needs and/or disabilities is below average. The school has achieved Healthy School status. The privately run out-of-school club KOOSH was inspected at the same time. Their report can be found on the Ofsted website.

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

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

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

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

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

- Ensure the quality of teaching is at least good in all lessons by:
  - - making sure an appropriate amount of time is spent on lesson introductions
  - - maintaining pace and a sense of urgency in all lessons

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- - being more precise about what pupils of differing abilities will learn in topic work.
- Improve attendance by:
  - - providing incentives such as certificates for pupils who attend well
  - - working with families to reduce the number of holidays taken in term time.

## **Outcomes for individuals and groups of pupils**

**2**

Pupils enjoy school. The behaviour and positive attitude of the vast majority are major factors in the progress they make. Most demonstrate good levels of concentration and are eager to take part in all the school offers. As a result of very good plans and practices to support pupils with complex emotional and behavioural needs, these pupils learn to control their feelings so learning is not disrupted.

Pupils in all age groups make good progress. Recognising that boys at Key Stage 1 were less than enamoured by reading and writing, the introduction of a new reading scheme, and a focus on 'boy interest' topics such as 'fire' and 'American Indians' has proved successful in gaining their attention and in raising their attainment. The difference in attainment between boys and girls in this age group is narrowing. Identifying that older pupils were not achieving as well as they could in mathematics, leaders reorganised the groups. In addition, more time was spent on learning times tables and solving mathematical problems. As a consequence, attainment in mathematics is now well above average. Pupils with special educational needs and/or disabilities make good progress through good support and precise targets in their high quality individual education plans. The small number of pupils from minority ethnic groups do particularly well in learning English and in national tests. Achievement in French is better than would be expected for this age group. As a result of imaginative lessons, pupils have a wide vocabulary, an increasing understanding of French life and customs, and speak with an improving accent.

Pupils are proud of all their achievements, but especially so for ICT. They eagerly talk about the various projects they have undertaken and are particularly enthusiastic about their work in animation and in compiling a music CD of 'fairground compositions'. Pupils undertake their numerous responsibilities such as membership of the 'ECO' team conscientiously. They make a considerable contribution to the school and the community, for example in their work with local councillors to improve the local 'bull ring'. Issues about safety and well-being are incorporated successfully into the curriculum. As a consequence, pupils show a good understanding of keeping themselves safe and healthy.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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 has improved considerably since the last inspection. Teachers are confident, have a good knowledge of the subjects they teach, and use a variety of methods to engage pupils. For example, younger pupils were filled with excitement at the prospect of writing about the 'special objects' in their 'magic box'.

In most lessons there is a sense of urgency, but occasionally the pace slows, or pupils are kept sitting listening for too long and so the rate of learning decreases. Teachers plan their lessons conscientiously, ensuring that the work is appropriate for pupils of different ages in the same class. Much of the time, they are clear about what pupils will learn and mostly provide tasks matched to pupils' needs. However, this is not always the case in topic work. Assessment is good and accurate. Marking is consistent throughout the school in literacy and has been a contributory factor in raising attainment in writing.

The good curriculum is reflected in pupils' learning. The extension of the Early Years Foundation Stage curriculum into Year 1 allows younger pupils and those who progress more slowly to continue to learn through play. The focus on literacy and numeracy is raising attainment. The provision for ICT is strong and allows pupils to be confident, competent users of technology which stands them in good stead for secondary school. Pupils enjoy and extend their learning through a good variety of visits, visitors and clubs. Leaders monitor the long-term curriculum plans to ensure that where there are two age groups in one class, work is not duplicated and there are no omissions in what pupils are

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taught. The school has just completed the first cycle of its new thematic approach. This is already proving successful in encouraging pupils to learn independently, and has resulted in some first-rate work in, for example, 'What makes the earth angry?' Effective links with other schools in the cluster contributes to learning, as in pupils' understanding and use of 'robotics', and for drama.

Pupils in all age groups benefit from very good relationships with adults. Pupils are known and respected as individuals. Good links with a range of health professionals and agencies contribute to pupils' well-being. The learning mentor plays a significant part in promoting pupils' emotional well-being and in providing targeted support for vulnerable pupils and those experiencing difficulties in their personal life.

Leaders have worked hard with parents and carers to improve attendance but realise they have not always provided incentives for pupils and that there is more to do in reducing the number of holidays taken in term time. Leaders are continually endeavouring to include parents and carers in their children's education through workshops in, for example, reading, and behaviour management, but the take-up has been disappointing. Though small in number, good arrangements are in place to support pupils who speak English as an additional language.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has a clear vision for the school and challenges and encourages staff to give of their best. A very strong leadership team keeps a close eye on all aspects of school life and is unyielding in the pursuit of a quality provision. Through good professional training staff know exactly how to move pupils' learning on at an accelerated rate. A considerable amount of information has been collated on pupils' progress. This enables gaps in learning to be identified and quickly remedied.

Governance is good. Members of the governing body are increasingly holding the school to account. They take their responsibilities seriously, particularly in ensuring the health and well-being of pupils and staff. At the time of the inspection, good arrangements were in place to safeguard pupils. In addition, governors have had countless discussions with contractors to remedy the ongoing faults with the building. Leaders recognise that some administrative aspects need to be tightened.

The school is a cohesive, harmonious community where all have equality of opportunity. The style of teaching is wide-ranging to bring out individual pupil's strengths. Leaders are remedying the differences in attainment between different groups. The 'boys' project' in

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Key Stage 2, for example, has been particularly successful in raising boys' attainment. As a consequence of the effective provision for community cohesion, pupils' understanding of diversity is good and demonstrated in practice. Pupils take pleasure in learning about the customs and beliefs of their local link school, and of the school in Vietnam.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage. They progress equally well in the Nursery and Reception classes because of the consistently good provision. Adults have worked hard to provide a stimulating environment indoors and outside, despite the problems caused by the site. Teaching is good. An effective balance between adult-led and child-centred activities caters well for children's academic and personal development. Children grow in confidence. They have a good understanding of keeping safe, for example, when playing on the tricycles or when making pancakes. They thoroughly enjoy learning, chuckling with delight as they unearthed worms in their wormery. Children achieve well in almost all areas of learning. However, leaders have identified reading as a comparative weakness. There has been an investment in new resources and a concerted effort to increase children's enthusiasm for books. Although it is early days, this is already having a positive effect.

Adults know the children well. A considerable amount of information has been amassed about their achievements, although it is not always organised in an effective manner. Very good links have been established with parents, carers, and agencies. This ensures children's physical well-being is good, and enables those with special educational needs and/or disabilities to be identified early and fully included in all activities. The leadership of the Early Years Foundation Stage is good and all the welfare requirements are met.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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

Almost one quarter of parents and carers responded to the questionnaire, which is a lower proportion than typical in primary schools. The vast majority of these, however, were very positive. Parents and carers say they find staff particularly helpful, and they appreciate the support given to pupils experiencing difficulties or who learn more slowly. The overwhelming majority report that their children are making enough progress. A very small number expressed individual concerns about homework and insufficient physical activity. A larger percentage feel the school does not deal effectively with unacceptable behaviour. These issues were investigated. The inspection team endorses the strengths identified by parents and carers. It found that a suitable system is in place for homework, including using electronic learning. All pupils are timetabled for at least two hours physical activity each week. The school has very good systems to deal with inappropriate behaviour and has been very effective in helping pupils to manage their difficulties.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lower Wortley 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 137 completed questionnaires by the end of the on-site inspection. In total, there are 347 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	57	57	42	1	1	0	0
The school keeps my child safe	85	62	49	36	3	2	0	0
My school informs me about my child's progress	55	40	77	56	4	3	1	1
My child is making enough progress at this school	67	49	65	47	2	1	0	0
The teaching is good at this school	72	53	61	45	1	1	0	0
The school helps me to support my child's learning	65	47	67	49	4	3	0	0
The school helps my child to have a healthy lifestyle	68	50	64	47	3	2	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)	55	40	65	47	2	1	0	0
The school meets my child's particular needs	56	41	74	54	3	2	0	0
The school deals effectively with unacceptable behaviour	49	36	70	51	10	7	1	1
The school takes account of my suggestions and concerns	50	36	65	47	9	7	1	1
The school is led and managed effectively	63	46	62	45	2	1	1	1
Overall, I am happy with my child's experience at this school	84	61	49	36	2	1	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

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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



09 March 2010

Dear Pupils

**Inspection of Lower Wortley Primary School, Leeds, LS12 4PX**

First, may I say what an enjoyable time my colleagues and I had when we visited your school. Thank you for talking to us and for showing us your work. We especially enjoyed hearing about the ECO work you do and your visits out of school. It was very clear from our chats and the questionnaire replies that we received from you, and from your parents and carers that you enjoy school, and think that you are safe and well cared for.

Your school is providing you with a good education. Your teachers have high expectations of your behaviour and the work you produce. They teach interesting lessons. As a result, attainment is rising and you are achieving well, especially in mathematics. You are well behaved and receive good support and guidance. Your generous fundraising has been of tremendous help to your link school in Vietnam.

Your leaders are working successfully to make the school better for you. There are two things we have asked them to do to improve it to make it even more successful.

- You make good progress because most of your lessons are lively and you are clear about what you will learn. This needs to happen in every lesson. We would also like your teachers to take account of your different needs when planning topic work.
- Most of you attend regularly. We have asked the school to do more to praise you when your attendance is really good. We have also asked them to try to make sure that holidays are not taken in term time so no learning time is lost.

We know you will do all you can to help your teachers and wish you every success in your future.

Yours sincerely

Katharine Halifax

Lead inspector

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