

Clapgate Primary School

Inspection report

Unique Reference Number	107958
Local Authority	Leeds
Inspection number	356269
Inspection dates	22–23 March 2011
Reporting inspector	Andree Keddle

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	257
Appropriate authority	The governing body
Chair	Mrs Iris Walters
Headteacher	Mrs Lesley Simpson
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 21 lessons, observed 11 teachers and held meetings with groups of pupils, governors, staff and the local authority adviser. Inspectors observed the school's work, and looked at documentation including safeguarding records, school policies, the school development plan, reports from the School Improvement Partner, assessment data, pupils' work, teachers' planning and the 34 questionnaires returned by parents and carers.

- The achievement of all groups of pupils, to determine whether teaching and the curriculum are ensuring that they make good progress.
- The quality of teaching and the use of assessment to determine whether assessment information is used well to help pupils to make progress and to ensure that activities are well matched to pupils' learning needs.
- The rigour and effectiveness of leaders' systems, including governance, to drive improvement, lead teaching and learning, and raise attainment.
- The capacity of the current leaders to sustain improvement.

Information about the school

This is an average-sized primary school. Most pupils are of White British heritage and very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average and rising. The percentage of pupils with special educational needs and/or disabilities is above average. The school has received a number of awards including Investors in Diversity, Investors in Pupils, the Inclusion Chartermark and has achieved Healthy School status.

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?

3

The school's capacity for sustained improvement

2

Main findings

This school provides a satisfactory education for its pupils. Most children enter the Early Years Foundation Stage with a level of skills and knowledge which is well below that typical for children of similar age. Children's skills in reading, writing and calculating are particularly low when they enter the Nursery. Outstanding provision in the Early Years Foundation Stage ensures children make good progress and achieve good outcomes. Since the last inspection, pupils' attainment in Year 6 has been low, but this is rising. The school's own Year 6 assessment information for 2010 demonstrates that pupils reached higher levels of attainment in English and mathematics than in previous years and inspection evidence confirms that attainment is rising rapidly and securely. Currently, pupils are making good progress as the result of good teaching and a satisfactory but improving, curriculum. During the inspection, good and outstanding teaching was evident in three quarters of lessons observed. However, where teaching is weaker or targets set for pupils are not high enough, pupils' progress is slower.

This school cares for its pupils very well. A great number of effective strategies are in place to support all pupils, especially the most vulnerable. The school works well with other professional partners and well-established systems are in place which pupils use to ask for help. The school places a high priority on pupils' good attendance and recently there have been significant improvements in the attendance rates of many pupils. However, the attendance rates of a small minority of pupils are still not high enough.

Pupils' behaviour is good; they respond well to praise and behave well in lessons and around school. Pupils cooperate well in pairs and small groups in lessons and support each other well. They say that they feel safe in school and they make a good contribution to the school community through roles of responsibility, such as being playground buddies, attendance representatives or members of the school council. Pupils understand the need to take regular, vigorous exercise and they are enthusiastic about sporting opportunities in school.

The headteacher's clear vision for improvement is very well understood and shared by governors and by staff at all levels. The school's capacity for sustained improvement is good. The pace of improvement has increased rapidly in recent months and the school has established effective systems to assess and monitor pupils' attainment and progress. All teachers play an active part in analysing assessment data for their class and in planning effective strategies for supporting pupils who are not making enough progress. Leaders at all levels monitor their areas of responsibility and make effective improvements when necessary. The school has well-embedded monitoring systems which contribute to effective self-evaluation and, as a result, the school's own evaluation of its performance is detailed and accurate. Governance is satisfactory and improving; during this year there

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have been changes to the structure of the governing body committees, and governors have been working well to develop their skills in challenging the school to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress, in English and mathematics by:
 - raising the quality of teaching so that it is in line with the best practice in the school
 - reviewing targets and setting higher ones as pupils' progress accelerates
 - ensuring lessons have sharply focused objectives and precise success criteria
 - involving pupils more in the assessment of their own work
 - giving pupils the opportunity to respond to teachers' marking and guidance and improve their own work.
- Increase attendance rates by:
 - giving focused support to overcome individual barriers to good attendance
 - creating a culture of high expectations of good attendance in school.

Outcomes for individuals and groups of pupils

3

Pupils are making good and rapidly improving progress in their learning through good teaching. Activities are well matched to their prior learning. In a lesson seen during the inspection, pupils in Key Stage 2 made good progress in mathematics through activities which developed and extended their skills in checking their answers to problems by using multiplication and division. In the best lessons, the learning objectives are very specific with precise success criteria which give details of the quality of the work expected. For example, in a literacy lesson, older pupils knew that they had to use sub-headings in their non-fiction writing and include specific language features, such as rhetorical questions. The use of sharply focused learning objectives and precise success criteria is not yet embedded in all lessons. Progress for pupils with special educational needs and/or disabilities is good as the result of the effective deployment of teaching assistants in lessons and the use of focused intervention activities. Pupils' attainment is low but it is improving rapidly. The school ensures that the wider skills and personal qualities pupils need are well developed. Pupils get on well with each other and cooperate on tasks given to them. Extensive use of 'talk partners' develops pupils' communication skills and many are given roles of responsibility in school which they take very seriously. Pupils' basic skills are improving and this provides a satisfactory basis for their future economic well-being. Due to the school's concerted efforts, attendance is improving and now is broadly average overall, although for a few it remains too low.

Interesting and challenging lessons ensure that pupils behave well in class and concentrate fully on learning activities. Pupils have a good understanding of how to keep themselves safe in various situations, including when using the internet. Pupils' contribution to the school and wider community is good. The school council represents the

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pupils' views well and has an action plan which is on display. The action plan is updated regularly and shows the completed actions taken, such as the school council's meeting with a local 'Over 55s' group to plan a grandparents' day. Information is provided by the school in the dining hall which helps pupils to understand what constitutes a balanced diet. As a result, pupils understand the importance of eating healthily and make sensible choices from the options provided.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
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	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 good and improving. During the inspection, most teaching was good and a small proportion was outstanding. In the best lessons, pupils make rapid progress as the result of a very brisk pace in learning coupled with clear expectations from the teacher about the quality of work expected. Also, pupils are given the opportunity to assess and evaluate their own work and each others'. In a literacy lesson in lower Key Stage 2, pupils could identify the language features used in their poems, such as similes and metaphors. Pupils' assessment of their own work is not yet consistent across all classes. Teachers mark pupils' work regularly and give them good guidance as to what they have done well and what they need to do to improve. However, pupils are given few opportunities to respond to this guidance. The satisfactory and improving curriculum means that pupils enjoy their learning and in some classes good links are made between subjects. There are some enrichment activities provided which the pupils enjoy, for

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example, the drama workshops for Key Stage 1 which took place during the inspection and which developed pupils' speaking and listening skills well.

Very effective systems are in place to give pupils the support that they need, especially the most vulnerable pupils. There are effective transition arrangements to help pupils as they move through the key stages in the school. An extensive range of measures are in place to monitor pupils' attendance and rewards for good attendance provide a good incentive for most pupils. There is a growing understanding of the importance of attendance, but this is not consistent across the full school community.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides inspiring leadership and all members of the school community share her drive for improvement. Staff work extremely well as a team and all take good accountability for the progress that pupils make. Challenging targets are set and the school is just beginning to review existing targets as pupils make accelerated progress. The leadership and management of teaching and learning have been highly effective in recent months leading to a clear improvement in the quality of teaching and in the progress that pupils make as a result. The governing body has a satisfactory understanding of the key improvement priorities and offers increasingly effective challenge to the school. Governors are very supportive, enthusiastic and give their time to the school willingly.

Safeguarding is good; procedures to safeguard children are in line with government requirements and the school is proactive in keeping pupils safe, often working well with other professional partners, such as a local counselling service for pupils. The school is a cohesive community and makes a satisfactory contribution to community cohesion. The school's work in ensuring that pupils of all abilities and backgrounds have good opportunities for development, and in tackling discrimination, is good. Monitoring systems have been established to check on the progress made by different groups of pupils, and a wide range of interventions are in place which give effective support for pupils who do not make expected progress. The effectiveness of the school's engagement with parents and carers is good. The school seeks out the views of parents and carers and responds well to their suggestions.

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

Early Years Foundation Stage

The provision in the Early Years Foundation Stage is outstanding and, as a result, children make good progress and achieve good and improving outcomes. The learning environment is very well organised and is highly stimulating, particularly in the outdoor area. The resources and activities provided capture the children's imagination and they participate in activities with sustained interest and concentration. The outdoor area provides many opportunities for children to develop their writing, and speaking and listening skills through role play. For example, children were observed sailing their 'pirate ship' and enthusiastically pretending to be pirates. Good leadership ensures very effective planning and a consistent approach. As a result, children are happy, settled and behave well. All staff are extremely caring in the way they speak to children and offer them praise and encouragement which helps to develop their confidence. Staff interact very well with children and use effective questioning to develop their speaking and listening skills. Children with special educational needs and/or disabilities are given good support and early intervention is put into place to ensure that they make good progress.

The children's progress is tracked and monitored very closely. Staff work well together to make sure assessments are accurate and consistent. In areas where children make slower progress, the provision is modified and new strategies are put into place to help accelerate progress.

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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:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are mostly very positive about the work of the school. Their responses show that they are pleased that their children are happy, safe and enjoy coming to the school. Parents and carers say that the teaching is good and inspectors endorse this view. A few parents and carers feel that unacceptable behaviour is not dealt with well and that their children are not making enough progress. The inspection judged pupils' behaviour and progress as good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Clapgate 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 257 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	68	10	29	0	0	0	0
The school keeps my child safe	23	68	11	32	0	0	0	0
My school informs me about my child's progress	17	50	15	44	1	3	1	3
My child is making enough progress at this school	19	56	12	35	3	9	0	0
The teaching is good at this school	20	59	14	41	0	0	0	0
The school helps me to support my child's learning	15	44	17	50	0	0	0	0
The school helps my child to have a healthy lifestyle	18	53	15	44	0	0	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)	14	41	15	44	2	6	0	0
The school meets my child's particular needs	17	50	15	44	1	3	0	0
The school deals effectively with unacceptable behaviour	16	47	12	35	3	9	0	0
The school takes account of my suggestions and concerns	14	41	16	47	1	3	0	0
The school is led and managed effectively	15	44	17	50	2	6	0	0
Overall, I am happy with my child's experience at this school	19	56	13	38	1	3	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).

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.



24 March 2011

Inspection of Clapgate Primary School, Leeds, LS10 4AW

Dear Pupils

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us freely and giving your opinions in the questionnaires; you are clearly very proud of your school. We were impressed with your good behaviour and how happy you feel in school. You take on responsibilities extremely well as demonstrated by the list of actions completed by the school council in their action plan. You understand how to keep yourselves safe and you make healthy choices, such as eating fruit and taking part in exercise.

Adults in your school care for you very well and your headteacher and senior leaders work well together to ensure that you make good progress. Your rates of progress are increasing as the result of good teaching. Overall, we judged that yours is a satisfactory and improving school.

To help your school improve, we have said that senior leaders should:

- help you to achieve even higher attainment in English and mathematics by setting higher targets and through giving you opportunities to assess your work
- help you all to achieve good attendance at school.

You can help by attending school every day and by working hard to meet your targets.

Yours sincerely

Andrée Keddle

Lead inspector

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