

Bankside Primary School

Inspection report

Unique Reference Number	107901
Local Authority	Leeds
Inspection number	356256
Inspection dates	22–23 March 2011
Reporting inspector	Declan McCarthy

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	663
Appropriate authority	The governing body
Chair	Mr Roger Harington
Headteacher	Ms Sarah Ruddy
Date of previous school inspection	19 September 2007
School address	Markham Avenue Leeds West Yorkshire LS8 4LE
Telephone number	0113 336 8383
Fax number	0
Email address	ruttys01@leedslearning.net

Age group	3–11
Inspection dates	22–23 March 2011
Inspection number	356256

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. They observed 34 lessons and saw 25 teachers. Informal discussions took place with a small group of parents and carers on arrival at school and meetings were also held with the school council, governors, staff and the School Improvement Partner. Inspectors observed the school's work, and looked at samples of pupils' books, information about pupils' attainment and progress and various documents including the school development plan and the procedures for ensuring the safety and well-being of pupils. They analysed responses from 236 parental questionnaires, 18 members of staff and 92 pupils.

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

- How consistently assessment is used by teachers to ensure that higher-attaining pupils and those with special educational needs make as much progress as they can.
- The impact of the school's arrangements for transporting pupils between the two sites on their safety and well-being.
- The monitoring role of middle leaders and the strategic role of governors in self-evaluation.
- The factors which contribute to the rate of progress that Early Years Foundation Stage children make in communication, language and literacy and in personal social and emotional development.

Information about the school

Bankside is a very large school which has increased in size since the last inspection. Nearly all pupils are from minority ethnic backgrounds and speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average, as is the proportion of those identified with special educational needs. There have been significant changes to the accommodation since the last inspection. A new building on the original school site has almost been completed. During building works, only half of the accommodation has been available to the school. The school uses a second building, known as the Firtree site, which is approximately four miles away. Pupils assemble in the main school each morning and half of them are transported by bus to the Firtree site on a daily basis. This is an interim arrangement until the second phase of construction is completed and the school is fully open to all staff and pupils in September. The Early Years Foundation Stage has grown considerably and now consists of 104 part-time children in the nursery and 90 children full time in the school. There has been a steady increase in the proportion of pupils with more complex learning needs arriving at the school. The school has achieved Healthy School status and the Financial Management Standard in Schools award since its last inspection.

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

Bankside Primary is a good school which is very popular with parents and meets the needs of its pupils well. Good leadership has ensured that outstanding partnerships with other schools and outside agencies and excellent links with parents has had a positive impact on pupils' learning and well-being. This is reflected in the very positive views of parents who returned their questionnaires. For example, one parent wrote: 'I am very impressed with how all the staff have made my children feel welcome and special. I feel that the school's leaders and other staff are committed to ensuring that each individual child reaches their full potential.' This is most apparent in the warm welcoming ethos in the school, with staff and parents working most effectively together for the benefit of all pupils.

Pupils' achievement is good and standards are rising steadily. Children get off to a very good start on admission to the Nursery and make good progress, from their very low starting points, throughout the Early Years Foundation Stage. Progress is particularly good in communication, language and literacy and personal social and emotional development, as a result of outstanding provision and outstanding leadership. Pupils make good progress in reaching broadly average standards in English and mathematics in Year 6 from very low starting points on admission to school. They make good progress in their learning as a result of good teaching and an effective curriculum. Teachers nearly always ensure that work is matched precisely to pupils' learning needs, that lessons are lively and that good use is made of time and resources. In a small number of lessons, where teaching is satisfactory rather than good, this is not always the case. Pupils with special educational needs and those who speak English as an additional language make equally good progress because good support is provided for them. Assessment is nearly always used very effectively in matching tasks to pupils' needs. As a result, nearly all higher-attaining pupils and those with special educational needs make good progress in their learning. However, on a few occasions work is not always challenging enough. Good care, guidance and support, particularly for those pupils whose circumstances make them most vulnerable, ensure that pupils stay safe, that their behaviour is good and that everything possible is done to promote and improve broadly average attendance.

The strong and purposeful leadership of the headteacher has ensured that transport arrangements for pupils between the two sites runs very smoothly, that safeguarding is rigorous and that disruption to learning as a result of building works is minimised. The governing body is very supportive of the school. While it ensures statutory requirements are met the governors are at a much earlier stage of developing their strategic roles further for checking the school's work. Good leadership by staff at all levels has ensured the school continues to improve. Self-evaluation is accurate and based securely on the analysis of pupils' learning and progress as seen in lessons and in their books. As a result, the school has a good capacity for further improvement.

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

What does the school need to do to improve further?

- Raise pupils' achievement and develop consistently good teaching by:
 - ensuring that assessment is used consistently to plan tasks to extend the learning of more-able pupils
 - making good use of lesson time and resources so that lessons are brisk, lively and motivating for pupils
 - deploying teaching assistants effectively in all lessons to support teaching and learning.
- Increase the effectiveness of the governing body by:
 - implementing the plans for governors to link up with year group leaders and jointly review the impact of provision on pupils' achievement in order to influence school development.

Outcomes for individuals and groups of pupils

2

Children enter the Early Years Foundation Stage with very low skills and knowledge, particularly in communication, language and literacy and in personal development. The vast majority of children are at a very early stage of learning English and have had no pre-school experience. In addition, a significant minority has complex special educational needs. Despite these factors, children's attainment has risen very effectively by the time they enter Year 1, though it is then still below the expectations for their ages. Attainment in reading and mathematics rises steadily to slightly below average by the end of Year 2 and then to broadly average by the end of Year 6. In recent years, attainment has been rising steadily despite the increasing proportion of children entering the school with additional needs. Pupils enjoy learning and their achievement is good because they make good progress in lessons as a result of good teaching. This was seen in lesson observations, pupils' books and the school's data. In nearly all lessons, pupils remained focused on learning, tried hard to succeed and worked well with other pupils in paired learning. As a result, they made good progress. However, occasionally a very few higher attaining pupils were not always challenged to extend their learning. Pupils with special educational needs and those at an early stage of learning English make equally good progress, and sometimes outstanding progress, as a result of good support for their learning in lessons and in special classes to support their literacy and numeracy.

Pupils' good behaviour contributes well to their learning. Pupils are polite, courteous and enjoy school a great deal. They make a good contribution to the school and local community through, for example, the work of the school council in raising funds for new furniture for the new building. They ensure they stay safe when travelling on the bus to the Firtrees site and they have a good understanding of healthy living, through regular exercise and making healthy choices at lunchtime. Pupils' good spiritual, moral, social and cultural development was seen in their quiet reflection in assemblies, a clear understanding of right from wrong, their good relationships with each other and their appreciation of other cultures and traditions. Pupils are well-prepared for the next stages of their education.

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

These are the grades for pupils' outcomes

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

Good relationships, good subject knowledge and good management of behaviour are strong features of teaching throughout the school. Most lessons are brisk and lively with teachers making good use of well-chosen resources, such as the interactive whiteboard, to promote learning. In the small number of lessons where teaching was satisfactory rather than good, the pace was slower and resources were not used effectively enough. Information about pupils' prior attainment is generally used well to plan lessons and ensure tasks are matched to different learning needs, although sometimes the learning of a very few more-able pupils is not extended enough.

The good curriculum has a strong focus on pupils' literacy and language development. There are good opportunities to enrich learning through a range of visitors and visits, including a residential visit. There are excellent partnerships with other schools and within the community, such as for sports coaching, in the provision of guitar tuition for all pupils in Year 3, in providing drama and film making in Years 2 and 4 and working with commercially-produced materials to embed a culture of shared story-telling.

Staff provide high levels of supervision for pupils to ensure they are safe in both school sites. Good promotion of attendance through excellent work with parents has reduced the rate of absences significantly and attendance is now broadly average. Strong links with outside agencies ensures that pupils from the most vulnerable circumstances make good progress in their personal development. There are good systems for managing and

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

promoting good behaviour. Teaching assistants are deployed effectively to support pupils with special educational needs and those at an early stage of learning English. However, they are not always deployed effectively enough to support the management of learning and behaviour during the introductory whole-class teaching sessions.

These are the grades for the quality of provision

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

How effective are leadership and management?

The excellent leadership of the headteacher, who is ably supported by her senior leadership team, has ensured a strong and shared drive for improvement among staff at all levels. This is based on monitoring pupils' outcomes, lesson observations by senior leaders, analysis of pupils' work and scrutiny of attainment and progress data by middle leaders. The governing body has recently linked a governor to each middle leader in order to focus this evaluation further on school improvement. However, visits to the school to put this in hand have yet to be scheduled. The governing body ensures that all statutory requirements are met and a few governors are regular visitors to the school. Good procedures are in place to promote the safety and well-being of pupils. Thorough vetting arrangements are in place, which fully meet requirements. There are high levels of supervision of pupils when travelling to the Firtree site and the promotion of safety across the curriculum is good, as seen in a lesson involving Internet safety.

All pupils have equal opportunity to engage on all aspects of learning, the very few racist incidents are dealt with very effectively and all groups of pupils generally make good progress. The excellent links with parents and carers are reflected in their very positive comments and the high rate of questionnaire returns. There are outstanding partnerships with local schools and organisations such as the Junior Youth Inclusion Project, Playing for Success and the Pupil Development Centre which supports successful learning. The school promotes community cohesion, locally, nationally and globally. It is particularly well-developed locally through, for example, linking in with a local restaurant to organise a curry night for parents and staff, and the links with other providers to support the diverse needs of parents. It has evaluated its provision and modified its plan to develop further links globally. The school provides good value for money in using its available resources effectively, which leads to good outcomes for pupils.

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

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	1
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	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 outstanding provision in the Early Years Foundation Stage and the rich and stimulating learning environment ensure that children make at least good progress in each area of learning, from their very low starting points. On arrival to the Nursery many children speak little or no English and have poorly-developed social skills. Indoor and outdoor provision is used well by children who are encouraged to make free choices in their activities. As a result, they are well-motivated and apply themselves well to the rich learning opportunities on offer. They are provided with superb opportunities to explore the outdoors through the 'forest school'. They discover different habitats and cultures through art, food and stories. Outstanding teaching, with excellent use of resources and strong team work among all staff, ensure that children develop their communication and social interaction skills particularly well and settle into their routines quickly. Children become increasingly independent, they enjoy taking on responsibility in class and are very proud of their efforts. The good progress children make in the Nursery is consolidated by the end of the Reception Year. Excellent links with parents are established through regular home visits. Very accurate assessments are made of children on entry to the Nursery. Their progress in each area of learning is thoroughly tracked and the information used extremely well to plan activities to move learning forward. This has resulted in some children making rapid gains in learning. The key worker system for supporting each individual child is highly effective in ensuring that children are happy and achieve well. Outstanding leadership has led to excellent improvements in the provision since the last inspection. It ensures ambitious learning opportunities, highly-focused teaching, and excellent use of assessment to ensure that all children make good gains in learning as they move through the Early Years Foundation Stage.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
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	1

Views of parents and carers

The high number of parents and carers who returned their questionnaires expressed very positive views of the school. The vast majority agrees or strongly agrees with the statements and this inspection endorsed their positive views. All parents and carers said they were happy for their children to come to the school and there were very few concerns, which focused mainly on learning. Inspectors looked at this carefully and found that nearly all pupils were learning to their potential but the learning of a very few more-able pupils could be further extended.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bankside 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 236 completed questionnaires by the end of the on-site inspection. In total, there are 663 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	131	56	102	43	2	1	1	0
The school keeps my child safe	138	58	92	39	2	1	2	1
My school informs me about my child's progress	119	50	106	45	7	3	1	0
My child is making enough progress at this school	113	48	106	45	10	4	1	0
The teaching is good at this school	125	53	99	42	7	3	0	0
The school helps me to support my child's learning	103	44	109	46	16	7	3	1
The school helps my child to have a healthy lifestyle	102	43	112	47	14	6	1	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)	101	43	98	42	15	6	4	2
The school meets my child's particular needs	92	39	127	54	8	3	0	0
The school deals effectively with unacceptable behaviour	111	47	109	46	7	3	2	1
The school takes account of my suggestions and concerns	87	37	124	53	15	6	3	1
The school is led and managed effectively	99	42	123	52	6	3	1	0
Overall, I am happy with my child's experience at this school	136	58	90	38	4	2	1	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.



28 March 2011

Dear Pupils

Inspection of Bankside Primary School, Leeds, LS8 4LE

We greatly enjoyed visiting your school and thank you for making us feel so welcome. We enjoyed seeing you working hard in lessons, the time we spent talking to you and seeing all the interesting things you are doing in school. You told us many things about your school which have helped me to write this report.

We agreed with you that you go to a good school because we could see how good your behaviour and your relationships with others are. We saw how this helps you to learn more in lessons. You enjoy school, you stay safe and healthy and you are doing really well in helping to raise money for the new school furniture. All staff take good care of you and they have made excellent links with other schools, other professionals and your parents and carers, to help you learn and develop. Your headteacher, with good support from other staff, does an excellent job to make sure your school is managed well. Children in the Nursery and Reception classes make good progress all the time because of excellent teaching and wonderful opportunities to learn very interesting things. You nearly always make good progress because teaching is nearly always good. Occasionally, a few of the more-able pupils could make even more progress. We have asked the school to make sure that:

- the work you do is not too easy so you always learn more
- lessons are lively and there are good resources available to help you learn
- teaching assistants are used to support teaching in all lessons.

We have also asked governors to visit your school more often, to see how well you are doing.

You can help by letting teachers know if work is too easy for you.

Yours sincerely

Declan McCarthy

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.