

Asquith Primary School

Inspection report

Unique Reference Number	132795
Local Authority	Leeds
Inspection number	364032
Inspection dates	5–6 May 2011
Reporting inspector	Andrew Clark

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	258
Appropriate authority	The governing body
Chair	Mrs Julie Barker-Smith
Headteacher	Mrs Gill Austerfield
Date of previous school inspection	19 May 2008
School address	Horsfall Street Morley, Leeds West Yorkshire LS27 9QY
Telephone number	0113 3075550
Fax number	0113 3075551
Email address	austergs01@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 three additional inspectors. The inspectors visited 15 lessons and observed nine teachers. The inspectors held meetings with members of the governing body, the staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 108 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

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

- The progress of more-able pupils.
- The independence that pupils show in their work.
- The contribution that all leaders and managers make to school improvement.

Information about the school

This school opened in 2002 with an intake of Early Years Foundation Stage children only. It gradually phased in new groups of pupils. It did not complete its intake until September 2008, after the last inspection, when it had a Year 6 class for the first time. Several teachers, including members of the senior leadership team, are also new to the school since the last inspection.

It is an average size for a primary school. The majority of pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is below average. The school was extended following the last inspection and now has a children's centre on site which is subject to a separate inspection.

The school has achieved the Stephen Lawrence Inclusion Award level 2 and the Healthy Schools award.

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. Children get off to an excellent start in the Early Years Foundation Stage and make good progress through the rest of the school. The quality of teaching and learning is good and pupils' personal qualities are promoted well through the enriched curriculum. The headteacher has established a clear vision for improvement. She is well supported by motivated and reflective senior staff and a good governing body. There are largely robust monitoring and evaluation procedures and the school's self-evaluation is accurate. As a result the school's capacity for sustained improvement is good. However, the full use of assessment data to identify all the strengths in pupils' learning and to clarify the progress of different groups of pupils is not yet fully embedded. Parents and carers are very proud of the school and feel their children are safe and well cared for. 'I am really impressed with both the teaching and pastoral care at Asquith. The headteacher is brilliant and all the staff are friendly and helpful' is typical of their views.

Overall, children start school with skills which are below those typically expected for their age. By the time they leave Year 6 attainment is average. Pupils of all abilities make good progress and are generally well prepared for the next stage of education. Very occasionally, pupils are not as independent in their learning as they could be and this limits the speed of their progress. Pupils are well behaved and their attendance is above average. They show a good commitment to living a healthy lifestyle and participate in many physical activities. They contribute well to school and community life through the school council and a wide range of fundraising activities.

A third of lessons observed were outstanding. Teachers make good use of information and communication technology to motivate pupils. Lessons are often brisk and challenging. Occasionally, teachers miss opportunities to involve pupils fully in assessing and improving their work. Marking is good overall but sometimes does not provide pupils with guidance on how to improve, especially in written work. The curriculum is well planned to make learning relevant and exciting. A wide range of visits and visitors contribute well to pupils' experiences of art, music and modern languages. Pupils' welfare is central to all the school's work and safeguarding is good. There are effective procedures to identify and support vulnerable pupils and their families which contribute well to the good care, guidance and support the school provides.

What does the school need to do to improve further?

- Accelerate the rate of pupils' progress even further by:
 - providing pupils with more opportunities to be independent in thinking things through, finding out information for themselves and in assessing how well they are doing

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- using marking and feedback more effectively to improve pupils' basic skills, especially their written work.
- Ensure senior leaders make full use of assessment data to focus on and identify clearly the progress of different groups of pupils.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities take pride in their work and present it well. They rise to teachers' high expectations, particularly in response to the sometimes outstanding teaching. They enjoy learning and are keen to achieve well because they have clear targets to aim for. Pupils often make good use of the helpful 'learning walls', vocabulary pyramids and number resources to guide their learning.

The school has made increasingly good use of analysis of outcomes from its first two years of national tests and assessments at Year 6 to ensure that progress overall is good. The trend of improvement is positive. By the end of Year 6 pupils' attainment is average. Progress in English and mathematics is good overall at both key stages for pupils of all abilities. Attainment by Year 2 is now above average, building on the excellent learning and outcomes when children leave the Early Years Foundation Stage. Pupils with special educational needs and/or disabilities make good progress towards challenging targets because learning programmes are closely matched to their needs. The more-able pupils and those with a gift or a talent also largely make good progress as a result of the enriched curriculum. However, very occasionally, pupils are not independent and do not think for themselves enough. They do not always take sufficient responsibility for improving their own work. This sometimes limits the progress they make.

Pupils have a good understanding of how to keep themselves safe in a wide range of situations. They are particularly knowledgeable about the use of the internet. A good proportion of all groups of pupils participate in regular challenging physical activities including inter-school competitions. They are actively involved in local and national charitable activities and have a good understanding of local geography. Through the school council they have a strong voice in decision-making, including handling their own budget and interviewing candidates for new appointments. Pupils' spiritual, moral, social and cultural development is good. They mix well with others and older pupils take good care of younger ones. Pupils' awareness of issues facing those from different cultural and social backgrounds is good and increasingly enriched by first-hand links.

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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	2
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 and teaching assistants work closely together to ensure pupils of all abilities make good progress. Detailed lesson plans contribute to the needs of different groups of pupils being met well. Teaching is sometimes outstanding in both key stages. In these lessons, teachers challenge pupils to think deeply and solve problems by independently applying and reviewing the skills and knowledge they already have. Expectations are high and pupils strive hard to meet them. Most lessons are brought to life through the use of information and communication technology, role play, competitions and games. Overall, good quality marking and feedback helps pupils improve their own work by providing challenging targets and ensuring they take steps to meet them. Occasionally, teachers provide too little guidance and do not involve pupils enough in assessing and improving their own work. This limits the progress they make.

Since the establishment of the Year 6 class, the subject leaders have significantly reviewed the curriculum to ensure it meets the needs of all learners and makes learning relevant and challenging. Imaginative themes and visits make learning increasingly exciting and stimulating. Literacy and numeracy are generally well promoted through other subjects. The school makes particularly good use of the local environment for studies in art, geography, history and science. This is reflected in the displays of good quality pupils' work throughout the school. The school is involved in several partnerships with other schools and groups to contribute to learning and personal development through many

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subjects. Pupils have good opportunities to learn another language and participate in musical events. Parents and carers make a positive contribution to pupils' learning through homework projects and use of the school's website.

The school has good procedures to support vulnerable pupils. Enthusiastic and knowledgeable staff maintain detailed records of these pupils' personal development and academic progress, so ensuring that their needs are met well. This work is successful in breaking down significant barriers to learning. The school provides a good range of information on pupils' progress and gives parents and carers regular and useful guidance on ways to support their children's future learning.

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 school does not stand still. Leaders and managers have ambition and passion for the school, which are effectively transmitted to colleagues. The headteacher's calm and purposeful leadership has enabled the school to continue to develop through an extended period of change. Good systems for tracking pupils' progress are used to check that individuals make good progress. However, the school recognises the need to embed further the best practice in the use of assessment to focus more sharply on the progress made by different groups of pupils in order to iron out any inconsistencies in the pupils' learning. The pupils have good equality of opportunity because the school identifies any pupil in danger of underperformance and generally takes prompt action. Adults work together well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. Rigorous monitoring and support from senior leaders and managers has ensured good improvements to the quality of teaching and learning. Staff morale is high.

Robust policies and record keeping contribute to good quality procedures for safeguarding. The headteacher and her team have a thorough understanding of the needs of the community. They forge good links with parents and carers through training, homework and highly effective communication through the use of modern technologies. The school plays an integral role in local events, including working with different faiths and holding special celebrations. The school is increasingly using first-hand experiences to help pupils develop a good understanding of different cultures, which contributes well to the school's promotion of good community cohesion. The governing body is supportive and increasingly challenging. It is well led and has good procedures to ensure it is well informed about all aspects of school life and to deploy its resources well. As a result the school gives good value for money overall.

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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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	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

Many children start with skills which are below those typical for their age especially for social and communication skills. Children of all abilities, including those with special educational needs and/or disabilities, make outstanding progress. By the time they start Year 1 standards are at least average and, increasingly, they are often above. There is a very good trend of improvement. There are excellent induction systems to support children and to settle them quickly in to the Nursery. Outstanding links with parents and carers contribute to the children's smooth start. 'He'd come to school every day if he could' typifies their views.

Excellent welfare arrangements and very positive relationships ensure that children feel extremely safe and secure. There is a very good balance between adult-led activities and those that children can choose for themselves, which contributes very well to their excellent personal development. The progress children make in their early reading and writing skills is outstanding because teachers make excellent use of well planned schemes and provide many opportunities for children to practise their skills. Children are proud of their work and eager to show what they can do. They enjoy exploring the range of stimulating learning activities and exciting role-play areas both indoors and out. Resources are of high quality and fully accessible to children. The use of assessment to improve children's learning is outstanding, and parents and carers feel very well informed about their children's progress. There are excellent links with other providers, particularly the on-site children's centre. This supports effective induction and a sharp focus on individual needs from the start. The Early Years Foundation Stage is very well led and managed and all staff are skilled and enthusiastic practitioners. They have very clear roles and are constantly seeking ways to develop the provision further. As a result the Early Years Foundation Stage is outstandingly well placed to continue to improve.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
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

Over a third of parents and carers responded to the questionnaire. This is higher than the level of return from most schools. The vast majority of parents and carers are wholly positive about the work of the school. They feel that their children enjoy school, make good progress and that the school is led and managed well. The views of the parents and carers are reflected in the findings of the inspection because all aspects of its work are at least good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Asquith 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	66	36	33	1	1	0	0
The school keeps my child safe	68	63	40	37	0	0	0	0
My school informs me about my child's progress	59	55	46	43	3	3	0	0
My child is making enough progress at this school	50	46	51	47	5	5	0	0
The teaching is good at this school	53	49	50	46	2	2	0	0
The school helps me to support my child's learning	58	54	48	44	2	2	0	0
The school helps my child to have a healthy lifestyle	49	45	56	52	2	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)	59	55	41	38	3	3	0	0
The school meets my child's particular needs	54	50	49	45	4	4	0	0
The school deals effectively with unacceptable behaviour	46	43	46	43	5	5	1	1
The school takes account of my suggestions and concerns	44	41	54	50	4	4	1	1
The school is led and managed effectively	63	58	39	36	2	2	0	0
Overall, I am happy with my child's experience at this school	72	67	33	31	1	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



10 May 2011

Dear Pupils

Inspection of Asquith Primary School, Leeds, LS27 9QY

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We very much enjoyed talking to you and seeing you in your lessons, assemblies and at playtime.

These are some of the things we found out about your school.

- You go to a good school and attainment is average.
- You make an outstanding start in the Early Years Foundation Stage.
- You enjoy your lessons and make good progress overall.
- Very occasionally some of you could make even more progress.
- Your behaviour and attendance is good and you take very good care of each other
- You have a good understanding of how to keep healthy and do well in many different sporting activities and competitions.
- The quality of teaching is good and you are given interesting things to learn.
- The headteacher, her staff and the governing body run the school well.

To help your school become even better, I have asked your headteacher and the governing body to help you make the best progress you can by:

- making sure all lessons help you to think for yourselves and work independently
- involving you in assessing your own work and giving you the advice you need to improve it.

You can help by making sure that all your work is the best it can be and continuing to enjoy school.

Yours sincerely

Andrew Clark
Lead inspector

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