

# Valley View Community Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 131111           |
| <b>Local Authority</b>         | Leeds            |
| <b>Inspection number</b>       | 360212           |
| <b>Inspection dates</b>        | 24-25 May 2011   |
| <b>Reporting inspector</b>     | John Coleman HMI |

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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|--|--------------------------------------|
| <b>Type of school</b>                      | Primary                              |
| <b>School category</b>                     | Community                            |
| <b>Age range of pupils</b>                 | 5-11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 143                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Judith Monaghan                      |
| <b>Headteacher</b>                         | Sarah Griggs                         |
| <b>Date of previous school inspection</b>  | 17 March 2008                        |
| <b>School address</b>                      | Coal Hill Drive<br>Leeds<br>LS13 1DD |
| <b>Telephone number</b>                    | 0113 214 6094                        |
| <b>Fax number</b>                          | 0113 236 2104                        |
| <b>Email address</b>                       | valleyviewadmin@leedslearning.net    |

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|---------------------------|----------------|
| <b>Age group</b>          | 5-11           |
| <b>Inspection date(s)</b> | 24-25 May 2011 |
| <b>Inspection number</b>  | 360212         |

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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed teaching and learning in nine lessons taught by six different teachers. Discussions were held with members of the governing body, a representative from the local authority, senior staff and groups of pupils. Inspectors observed the school's work, and looked at a range of school documentation, including data showing pupils' attainment and progress, policies, the minutes of the governing body meetings, reports from the School Improvement Partner, safeguarding records and pupils' work. Questionnaires were scrutinised from a sample of pupils, staff and from 64 parents and carers.

## Information about the school

This is a much smaller than average sized primary school. The number on roll has increased since the previous inspection. In September 2011 the school's admission number will increase from 30 to 60. The school is situated in a residential area on the edge of open fields. The proportion of pupils known to be eligible for free school meals is above the national average. There are few pupils who speak English as an additional language or are from minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is average, and for those who have a

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statement of special educational needs it is below average. A larger than average number of pupils joins or leaves the school at times other than the normal admission or transfer ages. Government floor targets have not been fully met during the last three years. There is independently managed childcare provision on site and this was not inspected as part of this inspection. Provision for children in the Early Years Foundation Stage is provided in one Reception class.

## Inspection judgements

|  |          |
|--|----------|
| <b>Overall effectiveness</b>                               | <b>2</b> |
| <b>Achievement</b>   | <b>3</b> |
| <b>Teaching</b>  | <b>2</b> |
| <b>Leadership and management</b>                           | <b>2</b> |
| <b>Behaviour and safety</b>                                | <b>1</b> |
| Does the school adequately promote the pupils' well-being? | Yes      |

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| Does the school adequately promote community cohesion? | Yes |
| Does the school provide value for money?               | Yes |

## Key findings

- Valley View is a good and strongly improving primary school. Leaders have successfully improved the quality of teaching, increased the rate of pupils' progress and standards are rising sharply.
- Over time, pupils have made largely satisfactory progress from starting points which are broadly below those of children of the same age nationally. This has led to standards which are below average by age 11. In the last two years, the standards achieved have risen markedly due to good teaching so that the current Year 6 pupils' attainment is in line with national expectations.
- Pupils' attainment in reading by age six and 11 years is similar to most pupils nationally.
- The behaviour of pupils is exemplary, arrangements for safeguarding are robust and responses from parents, carers and pupils show that they feel safe. Pupils' conduct in lessons, their attitude to learning and cooperation with each other is first class.
- The quality of teaching is good and is improving. There is some variation across

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classes and subjects. A key strength is the excellent teamwork between teaching and non-teaching staff. Staff know individual pupils' needs well. Very good relationships and small group sizes ensure that all pupils, including pupils whose circumstances may make them vulnerable and those with special educational needs and/or disabilities, receive very good guidance and support.

- The headteacher is building a strong team of senior leaders who share her vision to improve the school. Leaders have an accurate view of the school's relative strengths and weakness due to effective monitoring procedures. Middle leader roles and the impact on pupils' progress are less well embedded.
- Pupils enjoy school and there are many opportunities to take part in musical, sporting and community activities. Through these, pupils' spiritual, moral, social and cultural development is strongly supported.

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

- Ensure a sustained rise in pupils' attainment by:
  - improving the teaching of mathematical skills
  - eradicating any variations in pupils' outcomes such as between girls and boys
  - strengthening the consistency of teachers' marking so that pupils fully understand how to improve their work

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- providing professional development for teaching and non-teaching staff to improve the impact of assessment in lessons.
- Strengthen the impact of middle leaders' roles on the school's performance by:
  - providing professional development for all new teachers so that they are fully aware of the school's policies and procedures
  - carrying out an audit of middle leaders' skills and expertise and reviewing the distribution of middle leader responsibilities.

## Main report

The headteacher provides clear direction for the school's improvement. Staff and the governing body share her ambition to improve the school's provision. Over time, senior leaders have successfully identified the school's weaknesses through rigorous monitoring. Actions have been taken to improve these. Since the previous inspection, the school environment has been very well developed and the teaching areas are bright and motivating for pupils to learn. The school is well resourced and work is attractively displayed. The quality of teaching and learning shows significant sharp improvement in the last 12 to 18 months. Outcomes of monitoring by the local authority and the school's senior leaders reveal that this has been achieved by a combination of decisive performance management strategies and well-targeted

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professional development for teachers. Lesson observations carried out by inspectors confirm this improvement. The vast majority of lessons seen were judged as good. One hundred percent of parent questionnaires said teaching is good at this school. The impact of this good teaching is a significant improvement in the rate of progress made by pupils and in turn, standards are rising quickly. The capacity of leaders to improve the school is good. The senior leaders are aware, that with the increase in school roll and consequent increase in teaching staff, there is a need to review middle leader roles and to provide induction training. Leaders show no complacency and agree that the momentum needs to be concerted and sustained. All the parent and carer questionnaires agreed that the school is well led and managed.

Most children enter the Reception class with a level of skills which is a little below those found in children of a similar age nationally. They make good progress and by the end of the Early Years Foundation Stage have reached a level of knowledge and skills which are broadly similar to most children. Progress in Key Stage 1 is satisfactory and it is good in Key Stage 2. Progress is accelerating quickly. Attainment varies throughout the school because of some previous underachievement and due to large variations in the number of pupils in each year group. In 2009, Year 6 pupils' attainment in English and mathematics combined was significantly below government floor targets. In 2010 the figure for mathematics alone was a little below target. Currently, pupils are on track to attain standards

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which are significantly above targets in English and mathematics and when combined. Pupils' standards in mathematics are not as high as in reading and writing. Boys attain more highly than girls. Pupils with special educational needs and/or disabilities and vulnerable pupils, make consistently good progress because of the effective intervention and support provided by the school.

The governing body and senior staff promote equal opportunities and tackle discrimination well. The school policies are clear about the desire to offer a good quality education to all pupils. The inclusive qualities of the school are evidenced by the significant number of vulnerable pupils who are admitted, often part way through a key stage and who succeed in improving their behaviour, educational standards and personal development. The governing body and senior leaders employ a range of strategies to achieve this including one-to-one tuition and extra support programmes. Pupils who spoke to inspectors were very appreciative of these and when asked what would improve the school further one boy, who has only been at the school a few months said, 'I'd like even more one to one because it works for me.'

The curriculum is broad and balanced and ensures that pupils have opportunities to learn the skills and knowledge needed for the next stage in education. Pupils' spiritual, moral, social and cultural development is promoted well through the

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curriculum and many extra opportunities which enrich their experiences and develop their skills. In one lesson seen by an inspector, Year 5 pupils sang with elderly people from the local community. This was an emotionally moving experience for all. The singing was very tuneful; songs included 1940's favourites, modern contemporary hits and an African folk number. Also, pupils have many opportunities to take on extra responsibilities, such as being prefects and by volunteering to help in the school office. Pupils learn about other faiths and beliefs, they raise money for charities and learn about job opportunities through a partnership with a local university. The school successfully teaches pupils about the importance of healthy eating and there are lots sporting activities. Regular assemblies are provided which give pupils the chance to reflect and consider topics, such as friendship, trust and honesty.

Lessons seen by inspectors were characterised by good classroom management and effective deployment of the staff team. Pupils behaved exceptionally well and responded superbly to the activities provided by the teachers. Each lesson has a learning goal which is shared with the pupils. In the best lessons, this is carefully explained using 'steps to success' which are a sequenced order of methods to achieve the learning goal. For example, in a mathematics lesson pupils learned how to position mixed numbers on a line, the steps included dividing sections using the denominator and positioning the mixed number using the numerator. While this

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approach is consistent across the school, there is some variation in the quality of explanation, especially in mathematics. Additionally, the rigour of how often and how well teachers take opportunities to check or assess pupils' learning is varied. Pupils learn most when teachers set limits on the time pupils have to complete a stage of learning and then extend learning after having quickly checked that all pupils have fully understood. Work in books confirms the increasingly good progress being made by most pupils. Pupils understand their targets and know the attainment level at which they are working. Most work in books is marked suitably but the quality and usefulness of this to enable pupils to know how to improve their work is varied.

The teaching of reading is a particular strength. A team of volunteers visit regularly to listen to pupils read. Guided reading is a regular feature in lessons and pupils show excellent concentration as they listen on headphones whilst reading text. Small group work ensures that pupils receive close attention to their needs. Teachers plan and organise these sessions very well. In every class, teams of support staff and volunteers are deployed very effectively and learning is carefully planned and matched to pupils' needs. As a result, pupils develop a love of reading and acquire the skills needed for future learning and enjoyment. Inspectors listened to some six year old pupils reading. They showed a good understanding of the phonetic skills needed to approach new words, they knew about fiction and non-fiction books, talked confidently about the author and showed a fluency which is in line with the

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standards expected nationally.

Behaviour and safety are outstanding. The responses of parents and carers in the questionnaires were overwhelmingly of the view that the school deals effectively with any unacceptable behaviour. Pupils and staff are unanimous that pupils' behaviour is a strength of the school. One pupil who spoke to an inspector summed up the views of many when he said, 'Behaviour is really good, there is no bullying and everyone gets on really well.' Pupils know and understand that they come to school to learn. They appreciate the way staff look after and care for them. As one pupil said, 'I like the way the dinner ladies are visible with bright jackets because it's easy to spot them if I need help.' Around the school, at the start and end of the day and during break times, pupils are calm and orderly. Pupils are very cooperative with each other. Visitors are treated with respect and inspectors were impressed with the many pupils who held open doors and greeted them politely. The school's arrangements for safeguarding ensure that pupils feel safe. Every parent and carer who returned the questionnaire agreed. Procedures for child protection are followed assiduously. Staff are trained in first aid. Attendance is strongly improving due to the actions of the school to celebrate good attendance and to make parents, carers and pupils aware of the importance of a full attendance.

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**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

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

Ofsted invited all the registered parents and carers of pupils registered at Valley View 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 143 pupils registered at the school.

| Statements   | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|--|----------------|----|-------|----|----------|---|-------------------|---|
|  | Total          | %  | Total | %  | Total    | % | Total             | % |
| Q1<br>My child is happy at school                              | 49             | 77 | 15    | 23 | 0        | 0 | 0                 | 0 |
| Q2<br>My child feels safe at school                            | 49             | 77 | 15    | 23 | 0        | 0 | 0                 | 0 |
| Q3<br>The school helps my child to achieve as well as they can | 51             | 80 | 11    | 17 | 0        | 0 | 0                 | 0 |
| Q4<br>The school meets my child’s particular needs             | 45             | 70 | 17    | 28 | 0        | 0 | 0                 | 0 |
| Q5<br>The school ensures my child is well looked after         | 53             | 83 | 11    | 17 | 0        | 0 | 0                 | 0 |
| Q6<br>Teaching at this school is                               | 51             | 80 | 11    | 17 | 0        | 0 | 0                 | 0 |

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|  |    |    |    |    |   |   |   |   |
|--|----|----|----|----|---|---|---|---|
| good   |    |    |    |    |   |   |   |   |
| Q7<br>There is a good standard of behaviour at this school           | 42 | 66 | 20 | 30 | 1 | 2 | 0 | o |
| Q8<br>Lessons are not disrupted by bad behaviour                     | 35 | 55 | 23 | 37 | 2 | 3 | 0 | o |
| Q9<br>The school deals with any cases of bullying well               | 34 | 53 | 20 | 30 | 1 | 2 | 0 | o |
| Q10<br>The school helps me to support my child's learning            | 50 | 79 | 14 | 22 | 0 | 0 | 0 | o |
| Q11<br>The school responds to my concerns and keeps me well informed | 41 | 64 | 22 | 33 | 1 | 2 | 0 | o |
| Q12<br>The school is well led and managed                            | 56 | 88 | 7  | 11 | 0 | o | 0 | o |

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%.

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## 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          |

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|                      |    |    |    |    |
|----------------------|----|----|----|----|
| 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](http://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.

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## 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:     | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements,   |

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in particular, influence what the overall effectiveness judgement will be:

- The achievement of all pupils.
- Behaviour and safety.
- The quality of teaching.
- The effectiveness of leadership and management.

and taking into consideration

- how well the school promotes pupils' spiritual, moral, social and cultural development.

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.

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**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.**



26 May 2011

Dear Pupils

### **Inspection of Valley View Community Primary School, Leeds, LS13 1DD**

Thank you for welcoming the inspection team into your school when we visited you recently. We thoroughly enjoyed our time with you and would like to share with you what we found out about your school. We judged that Valley View Community Primary is a good school. These are the main reasons why we judged the school to be good.

- The teaching is good and you enjoy lessons because they are interesting.
- Your headteacher, the senior leaders and governors are good at improving your school.
- Your behaviour is outstanding. Pupils are polite and courteous to each other and to adults. You come to school wanting to do your best.
- You feel safe in school because the adults look after you and care for you very well.
- The progress you make is good and improving strongly and you reach higher standards each year which are now about average.

All schools need to develop and improve and we have asked that your headteacher makes sure that the standards you reach get better still. Also, we have asked that new governors and teachers who join the school should receive training so they know your school well. The governors and headteacher should find out the different skills of every member of staff and make sure these are used in the best possible way for the school.

Yours sincerely,

John Coleman  
Her Majesty's Inspector

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