

Yeadon Westfield Infant School

Inspection report

Unique Reference Number	107859
Local Authority	Leeds
Inspection number	356252
Inspection dates	24–25 May 2011
Reporting inspector	Cathryn Kirby 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.

Type of school	Infant
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Heather Pinchers
Headteacher	Anne Parker
Date of previous school inspection	26 November 2007
School address	Westfield Grove Yeadon Leeds West Yorkshire LS19 7NQ
Telephone number	0113 250 5449
Fax number	0
Email address	parkerba02@leedslearning.net

Age group	3-7
Inspection date(s)	24-25 May 2011
Inspection number	356252

Introduction

This pilot inspection was carried out by one of her Majesty's Inspectors and two additional inspectors. Inspectors observed 15 lessons taught by seven teachers; four learning support sessions led by two additional adults; and morning registration managed by the class teachers in the Nursery and a Key Stage 1 class. In addition, inspectors held meetings with the headteacher, teachers, additional adults, groups of children, a representative of the local authority and members of the governing body. Inspectors also spoke informally with parents and carers of Nursery children at the start of the school day. Inspectors scrutinised children's work and looked at assessment records, school plans and policies, documents relating to safeguarding and minutes of meetings. They also analysed 67 questionnaires received from parents and carers and those completed by staff and pupils.

Information about the school

Yeadon Infant School is smaller than the average-sized primary school. The proportion of children known to be eligible for free school meals is below average. Most children are from White British backgrounds. The proportion of children with special educational needs and/or disabilities is below average but has risen steadily since the last inspection. The school has met the government's floor targets for attainment in reading, writing and mathematics consistently over the last three years. Since the last inspection the provision for Early Years Foundation Stage has moved into purpose-built accommodation that is linked to the main school.

The school has gained a number of awards relating to its provision including: the Inclusion Chartermark, the Healthy School Award, the Activemark, the Stephen Lawrence Standard and Investors in 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

Inspection judgements

Overall effectiveness	2
Achievement	2
Teaching	2
Leadership and management	2
Behaviour and safety	2
Does the school adequately promote the pupils' well-being?	Yes
Does the school adequately promote community cohesion?	Yes
Does the school provide value for money?	Yes

Key findings

- This is a good school where children achieve well as a result of good teaching, a strong emphasis on promoting their personal development and above average attendance.
- Children enjoy school and are well prepared for the next steps in their education. The overwhelming majority of parents and carers say their children are happy, safe and well cared for at school.
- Improvements since the last inspection have consolidated the school's good performance. In particular, provision for the Early Years Foundation Stage is more effective, teachers have a more secure knowledge of the stage individual children are at in their learning and this information is used well to plan lessons.
- The headteacher and her team have created an inclusive ethos. The individual needs of each child are well understood. Careful tracking of each child's progress informs the use of effective small group work to develop children's skills in reading, writing and mathematics, and ensure that they have the social and emotional skills to get the most from whole-class teaching.
- Children behave well. The school places a strong emphasis on social and moral development. Children are encouraged to work and play together and this fosters good relationships. A consistent approach to behaviour management and the effective use of additional adults means that the complex needs of a very small number of children are managed sensitively so that all children thrive in a safe, nurturing environment.
- Feedback to teachers on their performance sometimes lacks the sharpness needed to move good teaching to outstanding.

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?

- Ensure senior leaders further strengthen the quality of teaching by providing feedback to teachers that always focuses on:
 - the progress of different groups of children in the context of whole-class teaching
 - the quality and impact of specific elements of their practice, for example, skills in questioning, feedback to children on how to improve and the pace of learning.

Main report

Achievement

Children enter the Early Years Foundation Stage with skills at or below those expected for their age. By the end of Key Stage 1, their attainment is at least in line with and sometimes above national averages in reading, writing and mathematics. This represents good progress through both parts of the school.

In each year group children receive good quality teaching and bespoke support to meet individual learning needs. Small group work ensures that children with special educational needs and/or disabilities learn well; they are well supported and potential barriers to learning are minimised. In particular, boys' achievement has improved compared to that of girls and their peers nationally because specialist intervention develops their social skills and confidence so that they are ready to learn in mainstream lessons. This year, greater attention to developing children's skills in reading and their enjoyment of books has accelerated progress towards regularly reviewed and challenging targets. As a result, an above average proportion of six-year-olds have attained the expected level for their age in reading. The excellent new accommodation and imaginative use of space and resources in the Early Years Foundation Stage contribute well to children's good progress, particularly in their personal and social development. Inspectors observed strong mathematics teaching and interesting activities that promoted good progress from different starting points in Year 1 and Year 2 classes. The school's progress data show attainment is set to rise, particularly in the proportion of children attaining higher levels in reading at the end of Key Stage 1.

Behaviour and safety

Teachers adopt a consistent approach to behaviour management. This helps children understand what is expected of them and they respond well to this. In lessons, good teaching fosters good behaviour and attitudes to learning. Teachers capitalise on this by encouraging collaboration and independence. Positive attitudes spill over to larger gatherings. Inspectors observed a well-managed and uplifting assembly during which

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

Reception and Key Stage 1 children sang together, their palpable enthusiasm setting an upbeat tone before playtime. Similarly, children socialised well together while eating their healthy school meals or packed lunches. Children readily take on responsibilities, for example, representing their class on the school council, helping to tidy their classrooms, tending vegetables in the community garden or caring for the school chickens and ducks. In response to the concerns of a few parents, inspectors gave particular focus to behaviour during the inspection and over time. They found that the challenging behaviour of a very small number of children is very well managed and demonstrates the firm commitment of senior leaders and the governing body to meet the needs of all children equally.

Children are polite to visitors. Many of them were confident enough to talk about their experiences of school and share their views with inspectors. Children say that bullying is not a problem because it would not be tolerated by adults and children generally get on well together. Older children demonstrated maturity in the way they reflected upon the needs of others and expressed confidence in the 'kind' adults around them to keep them safe. The headteacher takes a strong lead in ensuring that all matters relating to safeguarding and risk are well managed.

Teaching

A strength of teaching is the regular collaborative planning which means that the design of learning activities and the evaluation of their impact benefit from a shared perspective. Consistency is also seen in the use of paired and group work and the way all children from the Nursery to Year 2 are encouraged to become independent learners. Nursery children, for example, enjoyed developing their investigative skills and understanding of the world as they worked with their science visitor to search for mini beasts in their raised bed garden. Both Year 2 classes worked collaboratively during an art lesson using their creative skills to design props for the eagerly awaited re-enactment of the Crimean War. Teachers are skilled facilitators of learning and make sure that individual children receive the right amount of challenge to help them make good gains. Additional adults, including parent volunteers, are used well in the classroom and in small group contexts to add value to children's learning and enrichment experiences.

No common weakness is evident in teaching. Rather, there are variations in the skill levels with which teachers apply particular elements of their overall practice. This variability does not detract from a pattern of good teaching across all year groups but prevents teaching crossing the grade boundary to outstanding. Teachers have the skills and enthusiasm to benefit from more challenging feedback from senior leaders.

Leadership and management

The headteacher communicates her ambitions for continued improvement through clear priorities supported by appropriate actions to realise these. She places the principle of equality at the heart of the school's work and this stance is robustly

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

supported by the governing body and all staff. The impact of this approach is evident in the good progress made by all groups of children irrespective of their abilities and learning needs. Other senior leaders are developing in their roles; the impact of well-targeted training, the effective deployment of staff and good support with the right amount of challenge from governors, add to the school's good capacity to improve. The impact of work to accelerate progress in reading, to meet the social and emotional needs of potentially vulnerable children and to support the special educational needs and/or disabilities of others, have been particularly effective. School leaders use assessment and progress tracking information well to identify where children need additional support and this ensures that the best use is made of the additional adults who provide bespoke support.

The school is outward-looking. Partnership with other schools locally enables staff to benefit from shared ideas and others' practice. These links also benefit transition arrangements as children move to junior school. Parents' participation in the school community is welcome and evident in their work as library assistants, classroom helpers and in the creation of the stimulating outside learning areas.

Views of parents and carers

The response rate from parents and carers to the inspection questionnaire was similar to that received from most primary schools. Parents and carers are overwhelmingly of the opinion that their children are happy and safe at school and achieve well because of the good teaching they receive. This view is endorsed by inspection findings.

A few parents and carers expressed written concerns which related to the management of behaviour and the way they are kept informed about matters relating to this. Inspectors gave this matter close attention. They found that children behave well in lessons, assemblies and playtimes. They are polite and friendly and usually display positive attitudes to learning. They get on well together and this supports their learning in group-based activities. It would be inappropriate for inspectors to divulge details about individuals – however, they found that the very specific issue from which parental concerns arose is managed very effectively by the school so that no child's progress is compromised.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yeadon Infant 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 12 statements about the school.

The inspection team received 67 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
Q1 My child is happy at school	53	79	13	19	0	0	1	1
Q2 My child feels safe at school	54	81	12	18	0	0	1	1
Q3 The school helps my child to achieve as well as they can	45	67	19	28	0	0	1	1
Q4 The school meets my child’s particular needs	45	67	20	30	0	0	0	0
Q5 The school ensures my child is well looked after	54	81	13	19	0	0	0	0
Q6 Teaching at this school is good	53	79	12	18	0	0	0	0
Q7 There is a good standard of behaviour at this school	45	67	19	28	1	1	0	0
Q8 Lessons are not disrupted by bad behaviour	35	52	23	34	5	7	0	0
Q9 The school deals with any cases of bullying well	38	57	18	27	1	1	0	0
Q10 The school helps me to support my child’s learning	48	72	15	22	3	4	0	0
Q11 The school responds to my concerns and keeps me well informed	48	72	12	18	5	7	1	1
Q12 The school is well led and managed	46	69	15	22	4	6	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	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 achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ 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.

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 Children

Inspection of Yeadon Westfield Infant School, Leeds, LS19 7LY

Thank you for the friendly welcome when inspectors visited your school. You told us that you enjoy school because lessons are interesting and adults are kind and look after you well. We were impressed by your singing in assembly and your sensible behaviour and good manners while you were eating a healthy lunch. We were also impressed by the confident way many of you spoke to us and the understanding some of the older children showed when talking about the needs of others.

We think that Mrs Parker, your teachers and all the adults in school are doing a good job to help you develop your skills in reading, writing and mathematics. They plan interesting activities and we saw you working enthusiastically. Year 2 worked really well together preparing the battlefield scene, the hospital and the blue and red hats in preparation for the Crimean War. Year 1 helped each other and enjoyed making some fantastic symmetrical shapes using bricks, counters, colours and the computer. The youngest children had a great time with their science visitor searching for mini beasts in their garden. Well done everyone, you produced some super work!

We think your teachers could help you to achieve even more if their good teaching became outstanding. So, we have asked leaders and managers to work with teachers to make sure their good teaching skills become even better.

You can be proud of your school and your contributions to making it a good place to work and play.

Yours sincerely

Cathryn Kirby
Her Majesty's 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.**