

# Middleton St Mary's Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	108002
<b>Local authority</b>	Leeds
<b>Inspection number</b>	363736
<b>Inspection dates</b>	18–19 October 2011
<b>Reporting inspector</b>	Michael McIlroy HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Courtney
<b>Headteacher</b>	Sarah Graham
<b>Date of previous school inspection</b>	5 July 2010
<b>School address</b>	Moor Flatts Road Middleton Leeds LS10 3SW
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eighteen lessons were observed and 16 teachers were seen. Meetings were held with nominated staff, two groups of pupils and the Chair of the Governing Body. A telephone conversation was also held with a representative of the local authority. Inspectors observed the school's work and looked at the local authority's notes of monitoring visits, the school's assessment and tracking data, records of monitoring and its self-evaluation. Seventy parental questionnaires were studied 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 rate by which attainment was rising in Key Stage 2.
- Whether teaching and learning were consistently good and thus sufficiently challenging to enable all pupils, including the less able, to make good progress in their learning.
- Whether the school's leaders have demonstrated the capacity to drive and embed improvement sufficiently in the school so that attainment for all groups of pupils was rising, especially in Key Stage 2.
- The quality of leadership in the Early Years Foundation Stage.

## Information about the school

The school is larger than the average sized primary school. The proportion of pupils known to be eligible for free school meals is more than twice the average. Most pupils are of White British heritage and there are few pupils who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. At the time of the last inspection, the school was given a Notice to Improve. Significant improvement was required in relation to ensuring that pupils made more rapid progress in order to raise attainment, especially in the core subjects of English, mathematics and science.

The school holds a number of awards including the Healthy School status and the Stephen Lawrence 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school now provides a satisfactory education for its pupils.

The achievement of pupils is satisfactory. They enter the school with skills and abilities that are usually well below what is expected for children of their age. They make good progress in the effective Early Years Foundation Stage and satisfactory progress overall by the time they leave the school. Inspectors found that pupils' attainment and the progress they make in Key Stages 1 and 2 are improving swiftly and securely, although standards in English and particularly mathematics remain low. Although pupils' writing skills have improved, there are not enough opportunities for them to write at length in other subjects, including science, or to draft their work using information and communication technology (ICT). Work in mathematics for older pupils focuses heavily on number work and not enough on other aspects of mathematics, and marking in the subject does not always inform pupils of how they can improve their work. The key factor behind pupils' rising attainment and faster progress is the strong improvement in the quality of teaching, which is now good. Under the purposeful and determined leadership of the headteacher, and with the help of the local authority, staff have worked hard since the previous inspection to strengthen their classroom skills, however, some teaching does not engage pupils enough in their learning. Pupils with special educational needs and/or disabilities now make good progress, as a result of better teaching and an increase in the well-targeted, good quality support they receive. However, pupils who are more-able are not always fully challenged in lessons.

Contributing to pupils' rising attainment and faster progress are the good care, support and guidance which they receive from the school. These help pupils become settled and prepared for learning. A further factor is the good links with parents and carers who are kept well informed of their children's progress and who are increasingly involved by the school in their learning. Average attendance, the improving attainment in mathematics and English and satisfactory skills in ICT, mean that pupils are adequately prepared for the future world of work and study. Behaviour is satisfactory and pupils enjoy school and feel safe there. They have a well-developed understanding of how to lead and maintain a healthy lifestyle and also make a good contribution to the school and the wider community. There are

strong links with the local church and during the inspection pupils led the church's harvest festival. Pupils' spiritual, moral, social and cultural development is good.

The satisfactory curriculum is focused on improving pupils' basic skills. However, it does not provide enough opportunities to stretch more-able learners or fully meet the needs of some less-able young pupils in Key Stage 1, who would benefit from greater access to the Early Years Foundation Stage curriculum. There is not enough use of ICT by pupils in lessons. Leadership, including governance, is satisfactory. Leaders have successfully arrested the decline in attainment identified at the last inspection. The school's evaluation of its effectiveness is broadly accurate. Leadership roles have recently been reorganised. Some newly appointed middle leaders and subject managers do not yet monitor and evaluate teaching and learning in the areas for which they are responsible. Procedures for the safeguarding of pupils are good.

The improvement in teaching, the rising attainment and faster progress of pupils and the improved outcomes for pupils with special educational needs and/or disabilities mean that the school has a satisfactory capacity to improve.

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

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

- Raise attainment in English and mathematics by:
  - developing pupils' writing skills by providing more opportunities to write at length in science and other subjects and opportunities to draft and edit work using ICT
  - providing older pupils with a wider range of mathematical learning activities including more problem-solving and practical activities and work on shape, space and graphs
  - providing more challenging work for more-able pupils
  - using a wider range of teaching styles to fully engage pupils and meet their learning needs
  - strengthening assessment procedures in mathematics so that pupils know the next steps they must take to improve.
  
- Strengthen leadership and management by:
  - providing training to develop the roles, responsibilities and skills of departmental leaders and subject managers so that they are accountable for the quality of teaching and learning within their areas of responsibility.
  
- Improve the curriculum by:
  - extending the Early Years Foundation Stage curriculum into Key Stage 1 in order to meet the needs of less-able pupils
  - increasing opportunities for pupils to use ICT in their learning.

## Outcomes for individuals and groups of pupils

3

In 2011, pupils' attainment in Key Stage 1 improved and was average. Pupils attained most highly in reading and least well in writing. Few attained the higher Level 3 in reading and mathematics. Attainment is continuing to rise, partly because pupils are challenged by their work. In a good Year 2 lesson, written mathematical problems were well matched to pupils' different needs, enabling all groups of learners to make good progress. In Key Stage 2, provisional data from the most recent national assessments show that pupils made satisfactory progress in their learning but that attainment remained low overall. Although some specific weaknesses in the cohort of pupils taking the assessments affected results, standards improved in English. Pupils performed more strongly in reading than in writing. Reading is promoted through effective teaching of phonics. In a fast-paced phonics session in Year 4, pupils enthusiastically rose to the challenge when asked to come up with as many different words as possible that ended in a particular sound. Whilst pupils have good opportunities to write in English lessons, for example, in a Year 6 session on mythical kingdoms, there are fewer opportunities for them to practise these skills at length in other subjects. Pupils have limited opportunities to use ICT to draft and edit their writing and little use of ICT by pupils was observed in lessons. Results in mathematics declined slightly. Mathematics in older classes is strongly focused on number work which is addressing identified gaps in learning, but there is not enough attention paid to other aspects of mathematical learning, such as shape, space, graph work and practical problem solving. Pupils are making satisfactory progress in science but do not have sufficient opportunities to write at length in the subject. Pupils known to be eligible for free school meals also made broadly satisfactory progress in their learning and pupils of African heritage made progress that was well above average. Inspectors found that the rate of progress made by pupils in both key stages has accelerated since the last inspection. This is particularly so for pupils with special educational needs and/or disabilities, who now make good progress. This is due to better planning for their needs, effective support provided both in class and in small groups by skilled additional adults and good liaison with external agencies.

Behaviour is satisfactory and pupils feel safe in school. They are confident that any concerns they have can be brought to adults' attention and will be dealt with quickly and fairly. They understand the need to eat healthily and to take regular exercise and there is a good rate of participation in extra-curricular sports clubs. The school council organises fundraising events for the school. Pupils make a good contribution to the improvement of their local area, for example, by painting colourful signs that are displayed in the locality, carrying out performances at local institutions and by fundraising for charities. Their social and cultural awareness is well developed through interesting displays about different cultures, links with other countries, participation in 'Black History Month' and educational visits, for example, to art galleries. Spiritual awareness is well developed through strong links with the church and the weekly 'Kidz Club'.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is now good overall and a small proportion is outstanding. The best teaching is characterised by comprehensive planning, by using data well, good use by adults of ICT and by effective questioning. In a literacy lesson in Year 5, the teacher asked a question of one pupil and then asked him to explain his correct answer in more detail for the benefit of others. Learning objectives are routinely well explained to pupils at the start of lessons. In a lesson in Year 3, frequent reference to these objectives ensured that pupils knew exactly what was expected of them and this helped them make good progress. Time is well used and the pace of teaching and learning is good. Prior knowledge is revisited before new learning is introduced and there are good links with other subjects, such as literacy. In an effective Year 2 mathematics lesson, the teacher encouraged pupils to read aloud their learning objective which familiarised them with mathematical language. Misconceptions are quickly corrected. Behaviour management is good and teachers and additional adults intervene swiftly when pupils are inattentive. Where teaching was satisfactory, some sessions at the start and end of lessons were not well timed nor sufficiently sharply focused, and there was too much teacher talk. This style of teaching resulted in some pupils being unengaged and too passive in their learning and in more-able pupils not being fully stretched. Marking and assessment are satisfactory. Marking is stronger in English than in mathematics, where pupils do not receive enough clear guidance about the next steps to take in order to improve their work.

The satisfactory curriculum focuses appropriately on the core subjects of English, mathematics and science. The use of before-school 'early bird' sessions for pupils who arrive early are used to embed basic skills. Inspectors found that the curriculum does not make enough provision for the needs of some less-able, younger pupils in Key Stage 1 who would benefit from learning opportunities and activities similar to those they experienced in the Early Years Foundation Stage. There are not enough opportunities, such as independent research, whereby more-able pupils can be

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

challenged and stretched and enabled to become independent learners. Pupils have limited opportunities to practise and develop their ICT skills in lessons.

Pupils are well cared for in the school. Pupils spoken to felt that they were well supported by adults in their learning. Appropriate links with external agencies, and their early involvement, ensure that pupils who are vulnerable and who have special educational needs and/or disabilities are well supported. Additional adults support well those pupils who are vulnerable to exclusion and keep them focused on learning. The school provides homework for those who are unable to attend school because of extended illness. Appropriate arrangements are in place for the induction of pupils new to the school and for their transfer to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership and management are satisfactory. School leaders have worked closely with the local authority to raise the quality of teaching and staff are strongly committed to this end. Lesson plans, teaching and pupils' work are monitored and teachers receive effective individual feedback and coaching. Good opportunities have been provided for staff to observe good teaching in other settings and to work alongside consultants. A number of managers are new to their roles and are beginning to take on more responsibility for the areas they oversee. The governing body provides satisfactory support and challenge for school leaders. The school has good links with parents and carers. Since the previous inspection, workshops have been held for parents and carers on how to help their child with reading and writing. There are useful partnerships with other schools which are beginning to have an impact on pupils' achievement. Equality of opportunity is promoted satisfactorily. The school tackles any discrimination robustly but opportunities for more-able pupils to achieve more highly are underdeveloped. Safeguarding procedures are good and regularly reviewed. The school makes a good contribution to community cohesion through its strong links with the local church and a range of community organisations. The school now provides satisfactory value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account:	
The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>



<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children have a good start to school life in this well-led setting. Most children, including those with special educational needs and/or disabilities, make good progress towards their early learning goals. Children's personal skills are developed well and consequently they enjoy good relationships with other children and adults. There is a common sense of purpose among staff who work well together. Induction procedures for new children are good and parents and carers are kept well informed of their child's progress. Account is taken of the views of parents and carers and early links are established with them through home-school visits. Another example of these good links is the 'stay and play' session each morning for parents and carers.

Comprehensive policies and procedures ensure that children are protected and supported well in their learning. There is a good balance of child-initiated and adult-led activities. Staff are deployed well to support the welfare of children and behaviour is managed well. Staff have an accurate understanding of the strengths and weaknesses of individuals. Planning for learning themes, such as the 'Three Bears' is good. A strong feature of the key stage is the good use of outside visitors, such as the police, who helped children in looking for 'Goldilocks.' There is scope to develop and refresh the outdoor learning area.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Seventy questionnaires were received from parents and carers during the inspection and almost all were supportive of the school's work. A very few parents and carers felt that the school does not deal effectively with poor behaviour. Inspectors found that the school deals well with unacceptable behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Middleton St Mary's Church of England Voluntary Controlled 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 70 completed questionnaires by the end of the on-site inspection. In total, there are 397 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	64	24	34	0	0	0	0
The school keeps my child safe	50	71	20	29	0	0	0	0
The school informs me about my child's progress	39	56	29	41	1	1	0	0
My child is making enough progress at this school	37	53	32	46	0	0	0	0
The teaching is good at this school	39	56	30	43	0	0	0	0
The school helps me to support my child's learning	39	56	31	44	0	0	0	0
The school helps my child to have a healthy lifestyle	33	47	36	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	41	35	50	0	0	1	1
The school meets my child's particular needs	40	57	27	39	0	0	0	0
The school deals effectively with unacceptable behaviour	32	46	34	49	2	3	1	1
The school takes account of my suggestions and concerns	29	41	35	50	3	4	0	0
The school is led and managed effectively	33	47	34	49	1	1	0	0
Overall, I am happy with my child's experience at this school	46	66	23	33	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 October 2011

Dear Pupils

**Inspection of Middleton St Mary's Church of England Voluntary Controlled Primary School, Leeds, LS10 3SW**

Dear Pupils

Thank you for being so polite and friendly when we visited your school recently. I am writing to tell you what we found. Your school is now a satisfactory school. Some of the best things we found were:

- you are well taught by your teachers
- you receive a good start to school life in the Nursery and Reception classes
- your school provides you with good care, guidance and support
- you feel safe in school and know how to keep healthy
- you make a good contribution to your school and its wider community
- your school works well with parents and carers.

We have asked the headteacher, staff and governing body to make some changes so as to make your school even better. We have asked them to make sure that all of you learn more in English and mathematics, and to make sure that some of you who find learning easier receive more difficult work. We have also asked that there are some changes to how some of you are taught in Key Stage 1 and to give all of you more opportunities to work with computers and whiteboards in lessons. We have also asked that some teachers who have extra responsibilities receive more training in order to help them carry out these extra jobs well.

Please remember that you too can help to make your school better by making sure that you come to school every single day. Once again, many thanks for being so helpful and polite when we visited you school.

Yours sincerely,

Michael McIlroy  
Her Majesty's Inspector on behalf of the inspection team

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