

Outwood Ledger Lane Junior and Infant School

Inspection report

Unique Reference Number	108165
Local authority	Wakefield
Inspection number	377707
Inspection dates	15–16 November 2011
Reporting inspector	Alan Lemon

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	279
Appropriate authority	The governing body
Chair	Roland Harden
Headteacher	Lorna Goff
Date of previous school inspection	22 April 2009
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Introduction

This inspection was carried out by three additional inspectors. Twenty one lessons were observed involving nine teachers. Meetings were held with pupils, staff and representatives of the governing body. Inspectors observed the school's work, and looked at a range of school documentation including policies and procedures for safeguarding pupils, curriculum planning and pupil performance data. Forty-two questionnaires completed by parents and carers were scrutinised.

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

- What has been achieved in improving attainment in reading, writing and the progress of more-able pupils?
- Is teaching well-paced and challenging, especially for more-able pupils?
- Are leaders being effective in raising attainment and driving improvement?

Information about the school

The school is larger than average. Most pupils are of White British heritage and the numbers known to be eligible for free school meals or with special educational needs and/or disabilities are below average. There is a breakfast and after-school club which is not managed by the governing body. The school was awarded Healthy School status in 2009.

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

The school is satisfactory. Leaders are giving clear direction on improving pupils' outcomes and school provision, and, in particular, teaching and learning. Increased effectiveness in tracking pupils' progress provides an accurate view of the school's performance which is informing priorities for improvement. These are systematically planned and most are in the process of being rolled out. The monitoring of the school's work and analysis of pupil progress data are sufficient to make self-evaluation effective. This ensures the school moves forward positively and has a satisfactory capacity for sustained improvement.

Attainment by the end of Year 6 is broadly average and some success has already been achieved in halting what has been over the past few years a gradual downward trend in English. The performance of more-able pupils in national tests in English has been disappointing. Because of this, leaders have made raising attainment in writing, especially for the more able, a focus. This has had some success, but monitoring has not been intensive enough with the result that there is still inconsistency between classes in the priority given to improving writing. The school is more secure in achieving expected results in mathematics.

Children make good progress in the Early Years Foundation Stage. Their progress is satisfactory across the rest of the school. Improvements are creating consistency in the rate of pupils' progress as they move through the school although to an extent this is still uneven reflecting some variation in the quality of teaching. Often the approach in teaching leaves pupils fairly inactive for long periods as they listen. As a result, the pace of learning is often moderate and occasionally slow. Furthermore, the demands being made of pupils are sometimes not sufficient to ensure that the challenging targets leaders have set will be met. As a result of good provision and support for those pupils with special educational needs and/or disabilities, they make good progress. The school is also developing a wider range of interventions with pupils who are falling behind or are lower attaining and these build on some well-established and effective strategies supporting literacy and numeracy. This work, mostly carried out by well-trained teaching assistants, helps towards maintaining an even rate of progress.

Good care, guidance and support for pupils build their confidence as learners and ensure they feel safe. Their spiritual, moral, social and cultural development is good. Pupils behave well and they are considerate towards each other, in particular with

regard to cultural and religious differences. They contribute enthusiastically to the school and to events in the community. A healthy lifestyle is actively promoted which influences to a good extent how pupils think and act, with regard to their health. The school engages well with parents and carers and keeps them well informed. Good partnerships with schools and many agencies contribute to effective support for pupils in meeting their needs, their transition to secondary school and to the enrichment of the curriculum, with a variety of additional arts and sports opportunities.

Up to 40% of schools whose overall effectiveness is judged to be 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?

- Ensure that pupils make at least good progress in writing by:
 - increasing the amount and rigour of monitoring of teaching and pupils' work to evaluate the impact of planned improvements
 - ensuring that the demands being made of pupils, especially the more able, are challenging enough
 - providing enough opportunities to write.
- Improve the quality of teaching by:
 - further developing approaches to learning which engage pupils to a greater extent in using their initiative, being active and becoming independent learners
 - ensuring time is used more effectively to increase the pace and challenge of learning.

Outcomes for individuals and groups of pupils

3

For most children, attainment on entry to the Nursery is below average and they make good progress by the end of Reception so that the large majority begin Year 1 with average attainment. Learning and progress remain satisfactory until the end of Year 6. As a result, pupils, including the more able, achieve satisfactorily. They enjoy school and have a positive attitude to learning and they are willing to make good efforts with their work. The expectations for pupils are sometimes not high enough to raise their rate of progress. Handwriting is a focus of teacher's attention and, in Key Stage 1, pupils take care in joining up their writing and spacing words so their work is neat and legible. However, across the school pupils are not able to practise their skills well because, over time, they have been given an insufficient amount of written work to do. The small groups selected for additional support because of their slow progress or special educational needs and/or disabilities make good progress because their work is sharply focused on consolidating skills. In these groups, pupils learn to link sounds and letters to become effective at reading and spelling. Small group work ensures they secure basic number and calculation skills. These pupils gain in confidence from the close attention to how well they are learning and if they make mistakes having these immediately corrected.

Pupils are reassured by the school's efforts to keep them safe and they have learnt how to stay safe, for example when cycling or using the internet. They are reflective, thoughtful and good at distinguishing right from wrong. Pupils know a good deal about healthy foods and respond well to encouragement to eat well. Many take part in the good range of activities offered at lunchtimes, after school and in partnership with the local academy's sports leadership programme. Pupils are keen to work together, contribute and raise money for good causes through enterprise activities. Currently, this involves designing and making Christmas decorations for sale. Leaders seek pupils' views and these have contributed towards developing the school grounds.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Care is taken in planning lessons with good detail about learning objectives, work and different activities to match the needs and abilities of pupils in the class. In some lessons a disproportionate amount of time is used by teachers at the interactive whiteboard explaining and demonstrating rather than pupils getting on with work. The impact of this could be seen in the amount of writing completed over time. Interactive whiteboards, when used judiciously, are very effective but, occasionally, their use dominates, slowing the pace of learning and reducing the challenge pupils experience. Good lessons were marked by lively teaching where a strong rapport with pupils engaged them and elicited their thoughtful contributions. Time was used well to allow pupils to apply their knowledge and skills in tackling challenges and solving problems. This was a prominent feature in mathematics teaching. It was also prominent in the teaching of small groups receiving support for literacy and numeracy.

The drive to make more of pupils' work through thematic, imaginative and interwoven activities is progressing, but is not yet complete or embedded as a fully planned curriculum. There are strengths in personal, social and health education

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

promoting pupils' safety and healthy lifestyle. Moreover, good provision has been developed for pupils with special educational needs and/or disabilities.

The school has a warm and welcoming atmosphere developed from the caring and supportive attitudes of staff towards pupils. Relationship between staff and pupils are positive, promoting well-being and keeping pupils safe. Social and emotional needs are closely attended to, especially through the activities provided by the programme entitled 'social and emotional aspects of learning'. Staff take careful note of each pupil's needs and the school has well-developed, targeted support for different groups of pupils, in particular those with special educational needs and/or disabilities. Good links with agencies provide a range of specialist support. Pupils' transition through school is managed well and from Year 4 onwards pupils begin their contacts with the secondary school so that by the time they leave in Year 6 they are well equipped for the change.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders are making satisfactory progress in achieving their vision for raising attainment, and they are focusing sharply on this in their improvement plans. They are supported by the governing body. Governors know the school and challenge it over tackling its weaknesses. Senior and middle leaders work together as a cohesive team. The targets set for the school have been substantially increased and, although the school is some way off these, strategies for their achievement are clear. The additional support for literacy and numeracy, together with close tracking of each pupil's performance is proving effective in ensuring pupils make expected progress. The school knows its pupils, monitors their performance and manages them effectively, thereby promoting equality of opportunity and tackling discrimination. However, monitoring by leaders is not yet sufficiently rigorous in checking that the improvements and the high expectations they set are strengthening teaching in every respect and giving rise to higher attainment, such as in writing.

Parents and carers are well informed of their children's progress and of the work of the school through parents' evenings and regular communications home. Every effort is made to engage with parents and carers through the school's open door policy and daily contacts at the beginning and end of the day. A strong partnership with the local secondary school adds enrichment to the curriculum and provides for the smooth transition of Year 6 pupils. Partnerships with other local primary schools are being extended to share good practice in teaching and curriculum development. All staff are appropriately trained in safeguarding pupils. Policies and procedures meet requirements and the school maintains strong links with agencies. The school is a cohesive community and it engages in several ways with its local community through

the activities of pupils in particular such as the choir and a lunch club for senior citizens prepared by pupils.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account:	
The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	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	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children entering the Nursery do so with knowledge, skills and ability below the expectation for their age. The great majority make good progress throughout the Early Years Foundation Stage reaching expectations in communication, language and literacy, problem solving, reasoning and number and in their personal and social development. Relatively few children exceed expectations. In Reception, the majority confidently count up to 20 and back from 10. They link sounds and letters well as a result of expert teaching and go on to read with confidence and enjoyment. Children enjoy learning, are keen to succeed and they develop a good level of independence in managing daily routines. Teaching is good and promotes learning particularly well in the use of a wide range of practical resources, which encourage children to play, explore and solve problems together. While children are engaged in their work, indoors and outside, adults work effectively to extend learning by asking relevant questions and encouraging conversations. Assessment procedures are well established and provide a detailed account of children's achievement. Good leadership has embedded a shared vision based on a good knowledge of children's performance. This leads to sharply focused improvements and ensures all children are well looked after and supported.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
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

Few parents and carers responded to the questionnaire. The very large majority of those expressed positive views of the school, agreeing or strongly agreeing with all 13 statements. While the school has been judged to be satisfactory, there is nothing in inspection findings which significantly contradicts the views of these parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Outwood Ledger Lane Junior and 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 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	62	13	31	3	7	0	0
The school keeps my child safe	19	45	23	55	0	0	0	0
The school informs me about my child's progress	19	45	21	50	2	5	0	0
My child is making enough progress at this school	21	50	17	40	4	10	0	0
The teaching is good at this school	21	50	20	48	1	2	0	0
The school helps me to support my child's learning	21	50	18	43	3	7	0	0
The school helps my child to have a healthy lifestyle	16	38	23	55	2	5	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)	14	33	25	60	1	2	0	0
The school meets my child's particular needs	20	48	19	45	3	7	0	0
The school deals effectively with unacceptable behaviour	12	29	25	60	4	10	0	0
The school takes account of my suggestions and concerns	13	31	20	48	7	17	0	0
The school is led and managed effectively	14	33	21	50	6	14	0	0
Overall, I am happy with my child's experience at this school	20	48	18	43	3	7	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).

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.



17 November 2011

Dear Pupils

Inspection of Outwood Ledger Lane Junior and Infant School, Wakefield, WF1 2PH

Many thanks for your warm welcome when I visited your school recently. Thanks also to the group of pupils who met with an inspector to share their views. Outwood Ledger Lane Junior and Infant School is a satisfactory school and in some important respects it is good. You are achieving satisfactorily and there are positive signs that your achievement is improving. These are the things I found out about your school.

- You are making satisfactory progress, especially in mathematics, although you could achieve more in writing.
- The extent to which you feel safe, adopt a healthy lifestyle and contribute in school and beyond are all good.
- Your behaviour is good as is your attendance and both show that you enjoy school.
- Teachers have made your work interesting for you and provide several additional activities such as sports and music that are enjoyable.
- Staff take good care of you and make sure you have all the help you need to be confident and equipped before moving to secondary school.

In order to help the school to improve further, I have asked the headteacher and staff to make these improvements.

- Ensure that you make good progress in writing by giving you plenty of opportunities to write and by carefully checking that this is happening in every class.
- Make sure in all of your lessons that you have more time to do work and good opportunities to take charge of your learning.

You can help by continuing to work as hard as you are doing. I wish you all the best for the future.

Yours sincerely

Alan Lemon
Lead inspector

