

Collingham Lady Elizabeth Hastings' Church of England Primary School

Inspection report

Unique Reference Number	108011
Local authority	Leeds
Inspection number	377684
Inspection dates	23–24 November 2011
Reporting inspector	Keith Bardon

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Valerie Masterton
Headteacher	Briony Robertson
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons taught by eight teachers. Inspectors held meetings with staff, members of the governing body and pupils. They also talked informally with parents and carers. The inspectors observed other aspects of the school's work, and looked at a range of evidence including policies, the improvement plans, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed the 122 questionnaires returned by parents and carers.

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

- How boys' achievement compares with that of the girls.
- Whether the inconsistencies in the quality of teaching identified during the previous inspection have been eliminated.
- How pupils' learning and progress in Key Stage 1 compare with those in Key Stage 2.
- What effects the changes made to leadership structures since the previous inspection have had on outcomes for pupils.
- Whether the school's evaluation of improvements to the Early Years Foundation Stage both in and out of doors is accurate.

Information about the school

Lady Elizabeth Hastings is an average-sized village primary school. A very large majority of pupils are of White British heritage. All pupils speak English as their first language. The proportion of pupils known to be eligible for free school meals is well below average. The proportion of pupils who have special educational needs and/or disabilities is below average, as is the proportion with a statement of special educational needs. The school has Healthy Schools status and has achieved the Activemark and Sing Up Gold awards. School-managed before- and after-school clubs are available to pupils each day. Since the school was last inspected, there have been a significant number of staff changes, including the appointment of a new deputy headteacher.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school providing its pupils with a well-balanced education in a warm and friendly atmosphere. Outcomes are outstanding because attainment is high and several aspects of pupils' personal development are outstanding. From starting points that are generally in line with age-related expectations on entry to the Early Years Foundation Stage, pupils achieve extremely well. By the end of Year 6, pupils' attainment is well above the national average and they have acquired excellent learning skills which prepare them exceptionally well for the future.

Pupils' high attendance reflects their very positive attitudes to school and the enjoyment they derive from the many interesting and stimulating learning experiences the school provides. 'The school fosters confident and happy children who are not afraid to have a go,' is a typical parental comment. Expert management and creative development have produced a lively and stimulating curriculum which supports pupils' learning well. Further developments have been identified to extend pupils' learning skills but have yet to be implemented.

As a result of the good quality teaching they receive, pupils of all ages make good progress. Lessons build carefully on what pupils have learned previously with regular opportunities for them to share and put forward their own ideas. Where teaching is most effective it encourages pupils to work independently and sets challenging problems that pupils enjoy grappling with. As a result, pupils make very rapid progress in their learning. In the majority of lessons the skills and expertise of teaching assistants are utilised well. However, there are occasions when they do not have a clear enough role to play.

Leaders and managers at all levels, including the governing body, provide the school with a sharp focus on improvement. They evaluate the school's effectiveness accurately and use the outcomes to produce well-constructed plans for further development. Team work is strong in the pursuit of improvement. Pupils are cared for well and kept safe and secure. However, administrative checks in relation to safeguarding are not always recorded meticulously enough.

Under the clearly focused and determined leadership of the headteacher, the school has improved significantly since it was last inspected because the areas for improvement identified in the previous inspection report have been tackled rigorously. As a result, the quality of teaching has improved in quality and

consistency, the progress made by pupils with special educational needs and/or disabilities is much more closely monitored and the effectiveness of the Early Years Foundation Stage is now good. These factors demonstrate the school's good capacity for further improvement.

What does the school need to do to improve further?

- Ensure that pupils make even better progress by:
 - increasing the amount of outstanding teaching
 - developing the curriculum further to provide more opportunities across subjects for pupils to develop their skills as learners
 - ensuring that the support provided by teaching assistants is consistently effective in supporting learning.

- Ensure that that all administrative checks relating to safeguarding are carried out regularly and recorded meticulously.

Outcomes for individuals and groups of pupils

1

Pupils' enjoyment and enthusiasm for learning is clearly evident in all that they do. They respond readily to questions put to them and utilise what they know and can do with confidence and skill. Good behaviour ensures most lessons run smoothly and without interruption, although occasionally pupils can become a little over excited when joining in class games. Pupils' ability to concentrate for lengthy periods and to remain on task makes a strong contribution to their learning in lessons. For example, having started a writing project in a literacy lesson, Year 6 pupils made a polite request to carrying on next lesson so that they could pursue their ideas and see them through to the end. Pupils listen carefully to their teachers and follow instructions closely. They cooperate extremely well when working in pairs or small groups, readily sharing their ideas and helping each other over any difficulties.

Since the last inspection, pupils' attainment at the end of Year 6 has been consistently high and results in the national tests have been significantly above average. The extensive knowledge, understanding and skills both boys and girls acquire represent excellent achievement. Pupils read accurately and with understanding, building an extensive vocabulary that adds vibrancy and style to their well constructed pieces of writing. Calculation strategies are chosen and employed well when mathematical problems have to be solved, with pupils' precise recall of number facts helping them to find a quick solution. Aided by the much improved monitoring procedures, staff provide carefully structured support for pupils with special educational needs and/or disabilities who make good progress. Higher-attaining pupils, including those with particular gifts or talents, are challenged appropriately and attain high standards in line with their capabilities.

Pupils show a very caring attitude towards others and demonstrate a very strong sense of responsibility. They willingly volunteer to help others, make sensible and mature decisions to help the school to improve and show sensitive awareness of the issues affecting the local community, such as the possible impact of a proposed new supermarket. Pupils acquire a wide range of academic and personal skills and attend

school very regularly, putting them in a very strong position to succeed in the future. Pupils say they feel safe in school and know how to protect themselves when using the internet. They regard bullying as a rare occurrence and have confidence in teachers to 'deal with it well'. While pupils have a good understanding of what constitutes a healthy lifestyle and feel this is promoted positively by the school, they are not convinced that everyone follows the guidance they are given. Pupils' outstanding spiritual, moral, social and cultural development is seen in their very thoughtful response to the ideas and issues they are encountering and in the way they raise questions of their own, such as 'How does the theory of evolution fit in with the Bible?' From a young age, pupils appreciate the rights of others to hold different opinions and beliefs and talk knowledgeably about different religions and cultures.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is good and occasionally outstanding. The consistency of teaching has improved significantly since the previous inspection and pupils' learning builds smoothly and progressively in both Key Stage 1 and Key Stage 2. Lessons are planned carefully and organised well. In the most effective lessons, creative ways of organising the class enable teachers to make sharply focused input to targeted groups of pupils while others are gainfully employed on challenging, independent activities. This ensures a rapid pace to learning for all pupils. In general, teachers make good use of the time available but occasionally lessons are a little slow to gain momentum. Teaching assistants demonstrate an excellent range of skills and abilities. In many lessons they are deployed well throughout and pupils benefit fully. However, on occasions, and particularly during whole-class activities, their role is unclear and they are not utilised to best effect.

Since the previous inspection, well-led and clearly-focused development has seen the curriculum move from a subject-based programme of work to a far more integrated and creative one that is better suited to pupils' needs. At the start of each new topic,

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

pupils discuss and list ideas they are interested in. Involving pupils in this way adds much to their enthusiasm and desire to learn. As a result of the improved curriculum, pupils' independent learning skills have improved substantially. An excellent start has been made and careful thought has been given to where development needs to focus next. Regular visits, such as those Years 3 and 4 pupils have made to Viking village and Year 5 to a water treatment plant provide valuable first-hand experiences. Additional activities outside lessons, such as opportunities to join the choir or play in the school orchestra extend pupils' learning and add much to their enjoyment of school.

The school has a warm and welcoming ethos in which the pupils thrive. Pupils know they are looked after well and approach members of staff confidently for help and advice. Staff pay close attention to pupils' pastoral needs and keep a vigilant watch over any whose circumstances may make them vulnerable. Support for pupils with special educational needs and/or disabilities is well-managed and effective. The school uses its well established links with a wide range of outside agencies effectively to ensure pupils who require additional support receive and benefit from it fully. Excellent arrangements for the induction of pupils new to school and for their transfer from one stage of education to the next ensure very smooth transition. While, in many respects, the school provides high quality care, guidance and support for pupils, a small number of administrative errors detract from the otherwise highly effective procedures for keeping them safe. The well-organised before- and after-school clubs provide pupils with an enjoyable start and end to the school day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The school is led and managed with purpose and vision by the headteacher who is ably supported by the deputy headteacher and a team of senior staff. Astute delegation of responsibilities ensures the school gets the best from its staff and the value for money this provides is outstanding. Teamwork is strong across the school. Staff take pride in what the school is able to achieve for its pupils and are confident that their contributions are valued. The governing body analyses the reports it receives from the school and the information it gathers very thoroughly and ask challenging questions to support the school's work and development. The high security provided by the recently-erected fencing at the front of the school bears testament to the careful consideration given to safeguarding, but some administrative checks are not carried out with the same level of care. The school engages well with parents and carers and is constantly looking for ways to increase and improve partnership activity further. The progress pupils make is monitored very closely and, despite a little unevenness progress between classes, the gap has closed significantly since the previous inspection and equality of opportunity is good. Community cohesion is promoted very effectively within school and locally. Links with

schools and organisations on a wider scale are less well-developed, however. The school is highly committed to working in partnerships with others. This brings considerable benefits to the school's own pupils, such as the high quality music tuition they receive from outside providers, and allows the many skills the staff possess to be shared with other schools and organisations.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Reception class from a wide variety of pre-school settings and their skills and development on entry are generally typical for their age. As a result of the nurturing environment staff provide and the good quality teaching they receive children make good progress, particularly in their personal, social and emotional development and move into Year 1 well equipped for the rigours of the national curriculum. They enjoy excellent relationships with staff who care for them well and make learning fun. For example, children took great delight in making 'musical instruments' from recycled materials. They were delighted with the sounds they coaxed from their rubber band guitars, bean maracas and corrugated card scrapers. All adults work well as a team to stimulate children's learning. They promote children's language development very effectively by skilfully drawing them into discussions and asking them well judged questions. Very occasionally, teaching assistants are not used as effectively as they could be, especially when the teacher is leading a sounds and letters session with the whole class. Led by the enthusiastic and knowledgeable manager, good improvement has been made to provision since the last inspection. With considerable investment the indoor environment has been carefully and thoughtfully developed into a lively and colourful learning environment which supports children's learning extremely well. While staff make good use of resources out of doors and pupils enjoy the experiences some of the equipment is rather 'tired' and can only be used in good weather. Well-considered plans are in hand to develop the outside area and bring it up to the high standard of that indoors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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

Most parents and carers hold very positive views of the school and are pleased with the quality of education their children are receiving. Those who added comments to their questionnaires described it as having 'approachable' staff who make learning 'interesting and fun' for their children. Parents' and carers' opinions of the information they receive from the school and the account taken of their views are mixed, with some expressing concerns but others holding much more positive views. Inspectors examined the effectiveness with which the school engages with parents and carers and found it to be good overall, but the school acknowledges that this matter needs further consideration and will be looking into it.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Collingham Lady Elizabeth Hastings' Church of England 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 122 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	66	39	32	2	2	0	0
The school keeps my child safe	76	62	44	36	2	2	0	0
The school informs me about my child's progress	42	34	69	57	10	8	0	0
My child is making enough progress at this school	44	36	66	54	10	8	0	0
The teaching is good at this school	62	51	55	45	2	2	0	0
The school helps me to support my child's learning	47	39	63	52	11	9	0	0
The school helps my child to have a healthy lifestyle	43	35	66	54	10	8	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)	53	43	56	46	5	4	0	0
The school meets my child's particular needs	46	38	63	52	8	7	0	0
The school deals effectively with unacceptable behaviour	39	32	66	54	11	9	0	0
The school takes account of my suggestions and concerns	36	30	64	52	13	11	0	0
The school is led and managed effectively	48	39	65	53	5	4	0	0
Overall, I am happy with my child's experience at this school	64	52	52	43	4	3	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.



25 November 2011

Dear Pupils

Inspection of Collingham Lady Elizabeth Hastings' Church of England Primary School, Wetherby – LS22 5BS

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do. Special thanks go to those who talked with us about the school. Yours is a good school with a warm and friendly atmosphere and we understand fully why you enjoy it so much. Staff take very good care of you and we know you appreciate the help, support and guidance they provide. We were pleased to see you behaving well and working hard in lessons. This shows a good attitude to learning and you can be proud of the way you grow into sensible, caring and responsible young people.

The progress you make is good because you are taught well and given interesting things to do. By the end of Year 6, many of you are producing work that is of a high standard for your age. All things considered, we feel your achievements and the outcomes of your learning are outstanding. We thoroughly enjoyed reading the many interesting accounts and stories you had written in your literacy books.

The content of lessons has changed considerably since the previous inspection and we have asked the school to build on this to help you learn even more. While teaching assistants provide you with good support while you are working, they sometimes need to have a clearer role when the teacher is working with the whole class. A small number of the procedures that the school should be following need to be checked a little better to make sure everything is in place.

Thank you once again for a very enjoyable two days and best wishes for the future

Yours sincerely,

Keith Bardon
Lead inspector

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