

Moortown Primary School

Inspection report

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|--------------------------------|---------------------|
| Unique Reference Number | 107916 |
| Local authority | Leeds |
| Inspection number | 377668 |
| Inspection dates | 23–24 November 2011 |
| Reporting inspector | Henry Moreton |

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

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|--|------------------------------------|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 202 |
| Appropriate authority | The governing body |
| Chair | Janice Rush |
| Headteacher | David Roundtree |
| Date of previous school inspection | 25 April 2007 |
| School address | Shadwell Lane Leeds LS17 6DR |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 20 lessons taught by seven teachers. This included several sessions in the Early Years Foundation Stage. They met with groups of pupils, parents and carers, staff and representatives of the governing body. Inspectors observed the school's work and scrutinised a variety of documents. They scrutinised questionnaires completed by pupils and staff and 135 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.

- What is the achievement of the different minority ethnic groups and of boys overall?
- How well do pupils with special educational needs and/or learning disabilities achieve?
- What is provision like in the Early Years Foundation Stage?
- How effective is the distributed leadership on the school's performance?

Information about the school

This is a smaller than the average-sized primary school situated a few miles to the north of Leeds city centre. The proportion of pupils known to be eligible for free school meals is below average, as is the number of pupils identified as having special educational needs and/or disabilities, including those with a statement of special educational needs. About 40% of the pupils are White British, while the remainder are from a number of minority ethnic heritages, a small minority of whom speak English as an additional language. About two thirds of pupils are boys, with some classes having a particularly high proportion. Since the previous inspection in 2007, there has been a significant turnover of teachers including at senior leadership level.

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?

1

The school's capacity for sustained improvement

2

Main findings

Moortown is an outstanding primary school. All pupils attain highly by the time they leave the school, having achieved outstandingly well both academically and in their personal and social skills. No pupils are left behind because they thrive in what they and their parents and carers typically describe as, 'a family' setting. Pupils are happy at school because they really enjoy learning and take great pride in their work. Pupils of all ages relate exceptionally well with each other. A number of aspects of their personal development are outstanding, including the extent to which they feel safe, their behaviour, the contribution they make to the community and their spiritual, moral, social and cultural development.

The main reason for the school's success is that its leaders have built well on a strong foundation, and there is no hint of complacency. The governing body sets the tone with high expectations, ably supported by school managers. The whole staff works as an effective team, all pulling in the same direction. As a result, morale is high.

The care, guidance and support for each pupil are outstanding and this enables every boy and girl in Years 1 to 6 to achieve their potential. This includes pupils with special educational needs and/or disabilities, and those from all of the minority ethnic groups. It contributes very significantly to the outstanding achievement of all groups of pupils. While pupils in Years 1 to 6 make outstanding progress, the satisfactory progress made by children in the Early Years Foundation Stage means that learning and progress across the school overall, is judged to be good.

Pupils benefit from the outstanding curriculum. The contribution made by the non-teaching staff is enormous, both through the precisely targeted interventions given to individuals and the way the school uses their considerable expertise to teach subjects such as art and design, music, religious education and 'e-safety'.

The quality of teaching is good. Every teacher strives to set high expectations and all the pupils respond to this in lessons and in the way they conduct themselves. Staff are outstanding role models for pupils. The school's systems for tracking pupils' progress are meticulous and effective. Provision in the Early Years Foundation Stage is satisfactory and limits children's learning and progress.

Outstanding aspects of leadership and management include safeguarding procedures, partnerships with other schools and agencies and how the school promotes equality of opportunity. Because of the school's outstanding outcomes, it provides excellent value for money. The school has good capacity to improve further. This is because of strong leadership at all levels as shown by the significant improvements in very many areas of its work as well as accurate school self-evaluation. Capacity to improve is not outstanding because one important issue identified at the school's previous inspection, the provision in the Early Years Foundation Stage, has not been successfully addressed by the school's leadership and governance.

What does the school need to do to improve further?

- Improve the provision in the Early Years Foundation Stage to enhance children's learning and progress so that it matches that in the rest of the school by:
 - ensuring planning provides a clear view of expected learning outcomes and focuses sufficiently on outdoor activities
 - providing a broader range of activities, both indoors and outside
 - ensuring greater challenge is given to the more-able children
 - ensuring evaluation of this part of the school is robust.

Outcomes for individuals and groups of pupils

| |
|----------|
| 1 |
|----------|

All pupils share the same interest in learning. 'Are you ready to learn?' and 'Are you ready to extend your learning?' are typical comments from teachers. Pupils of all abilities respond exceptionally well to these high expectations, being very eager to learn. The result is that no time is wasted and this, together with the consistent application of secure class routines, contributes to the good learning typical of most lessons. However, the rate of progress for children in the Early Years Foundation Stage slackens when their learning is not sharply focused and the more-able are not challenged enough. Pupils with special educational needs and/or disabilities, make good progress in lessons and over time. They respond very well to the support they receive and the celebration of their successes.

Results from national and teachers' assessments indicate a secure track record of sustained high achievement in both English and mathematics. This reflects good progress overall from broadly average starting points. This pattern of achievement matches the current work seen in pupils' books, in the quality of their oral work and in their high quality contributions to the life of the school. These factors mean that all groups of pupils achieve outstandingly well.

Pupils enjoy school greatly. Their attendance is above average. They get on together outstandingly well, supporting their 'talk partners' in lessons, and more generally around the school, including at playtimes where they mix so well. Their outstanding behaviour, together with their maturity as members of the school community, is reflected in their respect for different cultures. This leads to outstanding spiritual,

moral, social and cultural development. A typical comment from pupils is that, 'in this school we are all equal. We treat each other from different religions equally'.

Pupils say they feel safe in school, and great emphasis is placed on their health and well-being. They delight in being ambassadors, office assistants and playtime buddies.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 1 |
| Taking into account: | 1 |
| Pupils' attainment ¹ | 2 |
| 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 | |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 1 |
| The extent to which pupils adopt healthy lifestyles | 1 |
| 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 | 2 |
| Taking into account: | 2 |
| Pupils' attendance ¹ | |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

The quality of teaching and the use of assessment to support learning are good. There are instances in Key Stage 1 and 2 where both are outstanding. Lessons are characterised by an extremely positive climate for learning. Resources are deployed outstandingly well, and this includes information and communications technology (ICT) and the use of staff expertise. Where teaching is outstanding the lesson is conducted in a relaxed and confident manner, and pupils have a sense of achievement. A Year 2 literacy lesson, for instance, was well structured, fast paced and held high challenge for pupils of all abilities. Occasionally, teaching is less successful when pupils working independently or in groups do not have a clear enough steer about their activities.

The curriculum is exciting. As well as excellent attention to the basic skills of literacy and numeracy, pupils benefit from a lot of 'fun' activities which include visits to theatres and museums. Pupils greatly enjoy the themed activities such as 'staying safe'. Planning for pupils with special educational needs and/or disabilities is very child-friendly which leads to their full involvement.

The school is a very welcoming community, reflected in the pristine nature of the building and its contents. The pride pupils, staff and governing body have in their community shines through. The school takes exceptionally good care of its pupils, including those who, from time to time, need extra support. Rapid and exceptionally well targeted intervention in support of individuals and groups ensures that pupils' well-being and academic progress are exceptionally well fostered.

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

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 | 1 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The good leadership of the governing body has ensured the development of an exceptionally strong staff team, which is totally committed to ensuring the best for each and every pupil. Some aspects of its leadership are outstanding. These include the appointment of a visionary headteacher, able to move the school forward from its already strong position. The strategic impact of the governing body is exemplified by the deployment of the school's non-teaching staff to posts where they are highly effective and by the recruitment of teachers with exceptionally high aspirations. Effective mentoring by senior managers for less experienced teachers ensures they are developing their teaching to a good quality.

Accurate and finely-tuned school self-evaluation is used exceptionally well to identify and tackle any discrimination and underachievement. As a result, the outcomes for all groups of pupils are outstanding. However, provision for the youngest children remains satisfactory, unlike other aspects of the school which have improved, often significantly. The governing body has not addressed this as diligently as they have all other improvements to the school.

Safeguarding of pupils is outstanding, with the governing body meeting its full legal responsibilities diligently, particularly in relation to the safe recruitment of staff and staff training. The pupils feel particularly safe in this 'family' setting, as their parents and carers typically commented. Partnerships with parents and carers are good. The school's first class website and use of new technologies enable extremely effective dialogue between home and school. Parents, carers and pupils, especially the older ones, are very positive about these links. Other forms of communication between home and school are good. Outstanding partnerships with other schools and agencies ensure a smooth transition between the different stages of education, especially on to the next key stage. The school's impact within its local community is outstanding, and it is developing its links further afield.

Many improvements have been made since the previous inspection, including the management of provision for pupils with special educational needs and/or disabilities to ensure that all these pupils' needs are now fully met. Expert use of resources provides an exceptional learning environment for pupils, in spite of very limited space.

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 | 1 |
| The effectiveness of safeguarding procedures | 1 |
| 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 make satisfactory progress in the Reception class from starting points typical for their age. They come from a large number of settings and settle quickly, making sound gains in their skills across all the areas of learning. Children respond with enthusiasm and display confidence. They make satisfactory progress in developing their reading and writing and their number skills. Planning does not focus enough on outdoor activities and learning outcomes are unclear, sometimes lacking challenge for the more-able children.

Adults support children’s learning and development satisfactorily. They are good role models. Children are enabled to use a range of resources, and do so most effectively when directed by adults. Children are closely supervised and adults’ observations are satisfactorily used to plan the next steps in children’s learning. Staff ensure children are safe, and all statutory requirements are met.

The Early Years Foundation Stage is led and managed satisfactorily. The balance of activities is well structured but the range of activities both inside and outside is such that children, especially the more-able, are limited in what they can do. Improvements have been made since the previous inspection, but self-evaluation of this aspect of the school falls short of the rigour elsewhere because improvements have not had sufficient impact to ensure children’s progress is speedy.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation stage | 3 |
| Taking into account: | 3 |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 3 |

Views of parents and carers

Almost all parents and carers who responded to the inspection questionnaire were very positive about all aspects of the school’s work. Typical comments are, ‘our children are very happy here’, ‘we are so pleased we chose this school’ and ‘I feel I am able to raise concerns that I may have for my child, whether they are to do with his learning or emotional well-being since all the staff are very supportive.’ Inspection findings concur with these positive views of the school and there were no substantive issues to follow up.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moortown 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 135 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 | % |
| My child enjoys school | 91 | 67 | 42 | 31 | 0 | 0 | 1 | 1 |
| The school keeps my child safe | 102 | 76 | 31 | 23 | 0 | 0 | 1 | 1 |
| The school informs me about my child's progress | 76 | 56 | 54 | 40 | 3 | 2 | 2 | 1 |
| My child is making enough progress at this school | 79 | 59 | 49 | 36 | 5 | 4 | 1 | 1 |
| The teaching is good at this school | 96 | 71 | 38 | 28 | 0 | 0 | 1 | 1 |
| The school helps me to support my child's learning | 82 | 61 | 50 | 37 | 1 | 1 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 93 | 69 | 38 | 28 | 0 | 0 | 2 | 1 |
| 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) | 70 | 52 | 54 | 40 | 0 | 0 | 2 | 1 |
| The school meets my child's particular needs | 69 | 51 | 63 | 47 | 2 | 1 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 70 | 52 | 59 | 44 | 3 | 2 | 2 | 1 |
| The school takes account of my suggestions and concerns | 65 | 48 | 57 | 42 | 4 | 3 | 2 | 1 |
| The school is led and managed effectively | 87 | 64 | 42 | 31 | 4 | 3 | 2 | 1 |
| Overall, I am happy with my child's experience at this school | 93 | 69 | 40 | 30 | 1 | 1 | 1 | 1 |

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.



28 November 2011

Dear Pupils

Inspection of Moortown Primary School, Leeds LS17 6DR

Thank you for the very warm welcome you gave me and my colleagues when we visited your school to check on how you are doing.

I am delighted to let you know that we think your school is outstanding. There are many reasons for this, but mostly it is because you get on so well together and try your best. Your behaviour is excellent in lessons and around the school. You enjoy really lovely relationships with your teachers and all the staff of the school, and we saw how they too try their best to make the school a safe and caring learning environment for you. Your parents and carers told us that they thought the school was like 'a family' and we saw that for ourselves.

We also saw so many nice things during our visit that it is quite hard to pick out just a few. We particularly liked the way you respect each other's views and how you play and work together in lessons. You all come from many different backgrounds, religions and cultures and really value this. In many ways, your school is lovely but as you know space is limited! In spite of this, you treat it with care, and we think you are very safe within it.

We think most of the lessons you have meet all your learning needs and all the evidence we looked at showed how well you are all doing. By the time you leave school, you achieve highly and are well set for the next steps in your education. The youngest children do not quite make the rapid progress of the oldest, and we have asked the school to look at this to see how things can be improved. We are confident the school's governing body and senior staff will do this because we have seen how so many things have improved since the last team of inspectors visited, some time ago now. It is up to all of you to continue to let them know how things can get even better.

Most of all we saw how proud you are of your school, as you should be. We enjoyed our visit very much and we wish you continued success.

Yours sincerely

Henry Moreton
Lead Inspector

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