

Swarcliffe Primary School

Inspection report

Unique Reference Number	107944
Local authority	Leeds
Inspection number	356265
Inspection dates	28–29 November 2011
Reporting inspector	Kevin Johnson

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	230
Appropriate authority	The governing body
Chair	Wendy Chapman
Headteacher	Sue Sanderson
Date of previous school inspection	5 June 2008
School address	Swarcliffe Drive Leeds LS14 5JW
Telephone number	0113 2930275
Fax number	0113 2930276
Email address	sanders02@leedslearning.net

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors who observed 15 lessons and saw nine teachers. Meetings were held with groups of pupils, members of the governing body, staff and parents and carers. Inspectors observed the school's work, and looked at national assessment data and school assessments, governing body meeting minutes, evidence of the school's monitoring and evaluation, safeguarding documentation and samples of pupils' work. Also taken into account were questionnaires completed by staff and pupils in Key Stage 2, as well as five 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 successfully the school is working to raise pupils' attainment, especially in English.
- Whether teaching promotes good progress for all pupils.
- The accuracy of leaders' self-evaluation and how well leaders promote school improvement.

Information about the school

Almost all pupils are White British in this average-sized primary school. The proportion of pupils known to be eligible for free school meals is double the national average. The number of pupils with special educational needs and/or disabilities is above that usually found. The school holds Healthy School status and has the Inclusion Charter award. Additional care, before and after-school, is provided on site.

Since the previous inspection there has been considerable turnover of staff and disruption to leadership.

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

2

Main findings

This school provides a satisfactory quality of education for its pupils. Effective leaders and managers have brought about good improvement in the school over the past two years. Since the previous inspection, intermittent leadership due to illness and an unprecedented turnover in teaching staff brought a decline in teaching quality and pupils' progress and attainment. This has been halted. Although progress is currently satisfactory overall, it is improving quickly and there are pockets of good progress, particularly in the Early Years Foundation Stage and for pupils with special educational needs and/or disabilities. Attainment in mathematics has improved to average. While current work in pupils' books shows that attainment in English is broadly average, leaders and managers recognise that there is more work to be done to raise attainment in the subject further, particularly in the area of writing and in better promoting pupils' speaking and listening skills.

The quality of teaching and learning has improved. Although some inconsistencies remain, it is satisfactory overall and sometimes better. Lessons are planned well and teaching assistants contribute effectively to learning. However, the best use of assessment is inconsistent and pupils are not always well enough engaged in practical work. Good care, guidance and support underpin pupils' marked improvement in behaviour, feeling safe and their good spiritual, moral, social and cultural development. They are well provided for by a varied and challenging curriculum, which brings a good deal of enjoyment to their learning.

Children in the Early Years Foundation Stage get off to a good start. Their learning and development are generally very low in relation to typical expectations for their age when they enter the Nursery. By the end of the Reception Year, most are working broadly within expectations, but below those expectations in communication, language and literacy and in their mathematical skills.

A relatively new, but nonetheless strong, team of senior leaders and managers vigorously checks and challenges the school's performance. Any concerns with regard to pupils' progress are quickly identified, and support to boost teaching and learning is swift and effective. Collaboration with local schools whose effectiveness is seen to be good and outstanding has been rewarding. Sharing of best practice and comparing assessment of pupils' work have boosted leadership skills and the confidence of all staff. Priorities and high expectations are clearly shared. Robust and

accurate self-evaluation provides leaders with clear direction for improvement and contributes significantly to their good capacity for ensuring that it is sustained.

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 particularly in writing by:
 - embedding good speaking and listening skills throughout the school and across all subjects
 - improving the quality of pupils' handwriting and spelling.
- Improve the quality of teaching and learning so that it is at least consistently good, by:
 - ensuring that in all lessons pupils are challenged and engaged in learning at the appropriate level, and particularly in practical work
 - taking steps to ensure that pupils in all classes are involved effectively in assessing their own work in order to improve its quality

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy lessons and particularly like those which give them practical things to do. Most work hard in those lessons that are matched to their needs and interests, but some lack the confidence to 'have a go' independently when new challenges are presented. Pupils are increasingly involved in assessing their own work but this is not equally effective in all classes. Pupils work well with partners and in small groups where their learning benefits from discussion and testing out ideas with one another. Pupils are usually attentive and behave well in lessons but a few tend to drift off task if not supervised directly. For many pupils, the presentation of their work is not a high enough priority. This is evidenced in some careless spelling and untidy handwriting.

Attainment at the end of Year 2 improved well in 2011 due to more robust systems for checking pupils' progress and setting challenging targets. The good impact of the Early Years Foundation Stage also contributed to the generally improved progress. Attainment at the end of Year 6 improved well in mathematics. This was given a particular whole-school focus and effective development of teachers' skills paid dividends. Inspection evidence from pupils' work and school assessments show that written work in English is at a broadly expected level and that most make at least expected progress in Years 3 to 6. This more settled picture represents improvement from previous years of instability in teaching and indicates that those pupils whose progress was worst affected are making up lost ground. Nevertheless, school leaders acknowledge that there is still more to be done. Pupils with special educational needs and/or disabilities are effectively supported by well-trained teaching assistants and

make good progress as a result. Accurate early assessment pinpoints specific learning difficulties and good support is quickly arranged to deal with pupils' particular needs. It is not uncommon in lessons for skilled teaching assistants to adapt planned activities to match pupils' individual needs more specifically in order to ensure their good progress.

Pupils are happy in school. They feel safe and they show caring attitudes towards each other. Pupils are adamant that bullying and racist incidents do not occur in school. Pupils are polite, well mannered and behave well. They show their pride in the school by keeping it tidy and using equipment sensibly. Pupils contribute well to everyday school life by willingly taking on additional duties. The school council makes sure that everyone has a voice in school matters. Prefects and 'fitbods' keep others safe and active in the playground. Pupils are always on hand to help in the smooth running of the school, for example, in assemblies. Generous contributions to various charities, work with local community groups to establish allotments and their presence at the youth parliament are examples of the ways in which pupils contribute well to the community. Pupils have a good understanding of what it means to eat sensibly and exercise regularly and there is good take-up of places at after-school sports clubs. Attendance is broadly average and improving. This, along with their average attainment, contributes to pupils' satisfactory preparation for the next stage of their learning and future careers.

These are the grades for pupils' outcomes

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

How effective is the provision?

In many lessons the pace of learning is lively and teachers' confident delivery and imaginative use of resources keep pupils on their toes. A good example was a history lesson in which pupils 'discovered' a puppet which had mysteriously arrived after having travelled 'back in time' to a Viking settlement. Pupils thoroughly enjoyed the role play and 'questioned' the puppet eagerly to find out information for their topic work. Teachers' planning builds well on what pupils have already learnt and objectives are shared clearly so that pupils know what is expected of them. Teachers'

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

subject knowledge is generally good. Teaching assistants are a valued addition to the teaching team: they work effectively alongside teachers and make a significant contribution, particularly when giving sensitive well-focused help to lower-attaining pupils. The best practice is not consistently seen in all lessons, however. Sometimes, opportunities to challenge pupils' use and understanding of mathematical or scientific language, for example, are missed, so speaking skills are not improved. Practical tasks are not always well matched to pupils understanding and abilities and learning and progress are limited because pupils lose interest. While marking and other forms of assessment involve pupils well in some classes, they are not effectively followed up by teachers in others, so pupils do not always have a clear way of measuring their own progress. Occasionally, teachers talk for too long, leaving too little time for pupils to practise or record what they have learned.

The school provides good opportunities through the curriculum for pupils to broaden their horizons and raise their aspirations. Pupils' views about topics are taken into account, and imaginative planning and preparation, which often involve staff in role play, get topics off to a good start. Good emphasis on improving literacy, numeracy and information and communication technology skills, is beginning to bring positive results because pupils increasingly apply these skills to learning in different subjects. There is a good selection of after-school clubs throughout the year where pupils' varying skills and interests are nurtured. Residential visits, especially those arranged for pupils whose circumstances make them potentially the most vulnerable, give a strong boost to pupils' development of good personal qualities.

Pupils are known by staff and are genuinely valued as individuals. They, and their parents and carers speak highly of the trusting relationships shared with adults who work in the school. The way in which the school works with pupils whose circumstances make them potentially vulnerable, and their families, is exceptional. The warmth of welcome puts everyone at their ease. Although good headway is made in reaching out to those who may be reluctant to approach the school, there is still some way to go in engaging more parents and carers in supporting their children's learning at home. Family learning groups are becoming more popular and parents and carers are beginning to respond to the school's efforts to improve attendance and punctuality. Arrangements for pupils joining the school, and transferring to the next, are well managed and supportive. Parents and carers are happy with what the school provides and with the arrangements for communicating with the school. The good guidance provided for pupils in relation to behaviour and relationships with others is reflected clearly in pupils' good personal development and in their positive attitudes to school.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and the middle management team fully share commitment and accountability for school improvement. Their collective aim is to improve the quality of learning and raise standards for all pupils. To further this aim they have embedded robust systems for checking progress, setting challenging targets and evaluating outcomes. High expectations are communicated to staff and pupils. All share in the self-evaluation process and in the formulation of clearly articulated plans for school development. Good leadership and management of teaching and learning have overcome many setbacks since the previous inspection. Very close monitoring of teaching quality, combined with effective development and support for teachers, have eliminated ineffective teaching. Leaders recognise the remaining issues, have laid strong foundations for improved performance and demonstrate good capacity to improve outcomes further.

The governing body fulfils its responsibilities efficiently and supports and challenges the school well. Regular monitoring visits by its members provide them with a good knowledge of how the school is working. School development is reviewed systematically at governing body meetings. Safeguarding procedures are given high priority. Systems for maintaining site security are good, as are procedures for checking the suitability of those who work in the school. Policies and written procedures to ensure well-being are of good quality and all staff and pupils are aware of their safeguarding responsibilities.

Leaders strongly oppose all forms of discrimination and satisfactorily seek to ensure equality of opportunity for all. Pupils' progress and their well-being are closely monitored and the governing body is watchful to ensure that the differences in attainment between boys and girls are fully addressed. Community cohesion is promoted well. The school has a good picture of the school's context in relation to pupils' circumstances and backgrounds and has a clear action plan to develop awareness of the contribution that all groups make to their communities. Pupils exchange information via the internet with a school in Pakistan and strengthen their cultural awareness through the curriculum.

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	3
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good provision for children in the Early Years Foundation Stage enables them to learn and develop well and make good progress. Staff promote good personal, social and emotional development which prepares children well for when they move into Year 1. Provision for children's welfare is good. There is a stimulating environment offering lots of opportunities for children to choose independently and work alongside others. Children gain in confidence and develop the skills they need to learn well. They respond positively to adults and their behaviour is good. A good range of activities is planned for the classroom and outdoors, where learning is followed up well. In the Nursery, for example, some children practised their counting by playing 'ten pin bowling', counting the pins they knocked down. This gave children the chance to improve their personal development by taking turns, as well as their physical development by practising more accurate bowling. The teaching of letters and sounds is good and builds children's confidence in tackling early reading and writing. Children in Reception enjoyed such a session, especially when they put actions to all the letter sounds they made. Adults effectively promote language development and seize all opportunities to question children and be involved in their play in order to stimulate their thinking and speaking skills. All staff are involved in the observation and recording of children's progress and in planning the next steps in learning.

The new leader of the Early Years Foundation Stage has already had a good impact on the quality of provision and outcomes for children. She has established an effective team that constantly seeks to improve on what is provided. A current target is to enhance outdoor provision especially for Reception children. There are good links with parents and carers which enable them to provide valuable extra help for their children's learning and development.

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	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Very few parents and carers returned completed questionnaires. However, inspectors were able to take into account the response from a small minority who completed questionnaires sent out from the school the week prior to it being notified about the inspection. Views were also sought via individual discussion with parents and carers. Overall, responses were entirely positive and no concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Swarcliffe 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 5 completed questionnaires by the end of the on-site inspection. In total, there are 230 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	3	60	2	40	0	0	0	0
The school keeps my child safe	3	60	2	40	0	0	0	0
The school informs me about my child's progress	2	40	3	60	0	0	0	0
My child is making enough progress at this school	3	60	2	40	0	0	0	0
The teaching is good at this school	3	60	2	40	0	0	0	0
The school helps me to support my child's learning	3	60	2	40	0	0	0	0
The school helps my child to have a healthy lifestyle	2	40	3	60	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)	2	40	3	60	0	0	0	0
The school meets my child's particular needs	3	60	2	40	0	0	0	0
The school deals effectively with unacceptable behaviour	2	40	3	60	0	0	0	0
The school takes account of my suggestions and concerns	3	60	2	40	0	0	0	0
The school is led and managed effectively	3	60	2	40	0	0	0	0
Overall, I am happy with my child's experience at this school	3	60	2	40	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).

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.



30 November 2011

Dear Pupils

Inspection of Swarcliffe Primary School, Leeds LS14 5JW

Thank you for making us so welcome when we came to inspect your school recently. We enjoyed talking to you and were pleased to find how much you enjoy your learning. We also found you to be polite, well mannered and helpful around the school. You made sure that none of us got lost! We were also happy to see that your attendance is improving. All of those things are very important so do keep them up.

Your school is satisfactory because you make sound progress. Your attainment in English and mathematics is broadly average, but your writing could be better. Your learning is satisfactory because not all of your lessons are as good as the very best ones. However, there are some good things. You make a good contribution to school life because of your helpful attitudes and good behaviour. Your teachers plan some good ways for you to learn. The grown-ups in school take good care of you, which is why you take care of each other and feel safe. Most importantly, the leaders and managers of your school are good and things are improving well.

In order to help that process of improvement we have asked the school leaders to help you to be better writers by making sure you develop good speaking and listening skills, so that you can always choose the correct words when you write in any subject. We also ask that you improve your handwriting and spelling. The second thing is to make every lesson as successful as the very best ones so that you are always challenged to your limits, and always know precisely how well you have done and what you need to do next.

Yours sincerely

Kevin Johnson
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.