

Grimes Dyke Primary School

Stanks Drive, Leeds, West Yorkshire, LS14 5BY

Inspection dates 13–14 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. This is because their progress is monitored very carefully, and they are supported very well with their learning. The majority of pupils leave school with the attainment levels expected for their age.
- Teaching is usually good, and some is outstanding. Pupils are provided with interesting activities, and plenty of opportunities to work together in groups. This ensures that they enjoy their lessons.
- Pupils feel very safe in school, and behaviour is good. They treat each other with courtesy and respect, and are friendly and helpful to visitors. Because they enjoy school, attendance has improved and is now average.
- School leaders and governors are very honest in evaluating how well the school is doing, and they have a very accurate view of its strengths and areas for development. Improvement plans are focused and prioritised well. As a result, the school has made rapid improvements since the previous inspection.
- The curriculum focuses on basic skills, and is organised into themes which are explored in most subjects. This ensures that pupils can apply their skills in a range of different situations. The curriculum makes a good contribution to pupils' social, moral, spiritual and cultural development.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Teachers do not always provide work which is challenging enough for more-able pupils.
- In some subjects, especially in writing, boys do not achieve as well as girls.
- In the Early Years Foundation Stage, opportunities are sometimes missed to make best use of the outdoors and children's independent learning activities.
- Marking and feedback do not always tell pupils clearly enough what they need to do to improve their work.
- Pupils do not always have enough opportunities to apply their mathematics skills to interesting, real-life situations.

Information about this inspection

- Inspectors observed parts of 14 lessons, and all teachers, from across the school.
- Discussions were held with school staff, pupils, governors, and a representative from the local authority.
- Inspectors took into account 24 responses to the on-line questionnaire (Parent View).
- A range of documentation was scrutinised. This included records of the school’s monitoring and lesson observations, pupil tracking data, behaviour logs, action plans, and minutes of meetings, including governing body meetings. Inspectors also looked at pupils’ books and work in lessons.

Inspection team

Christine Birchall, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Full report

Information about this school

- Grimes Dyke is an average size primary school.
- The proportion of pupils supported at school action is slightly higher than average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly above average.
- A much higher than average proportion of pupils is known to be eligible for the pupil premium.
- The proportion of pupils from ethnic minority backgrounds is much lower than average. So too is the number for whom English is an additional language.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school has a resourced provision for pupils with speech and language needs. There are currently seven pupils on roll, and they are fully integrated into classes.

What does the school need to do to improve further?

- To increase the proportion of teaching which is outstanding so that more pupils reach the higher levels, by:
 - ensuring that teachers always provide activities which will challenge the more-able
 - providing more opportunities for pupils to use their mathematics skills in real-life situations,
 - providing more activities and resources which appeal to boys so that they are always engaged in their work, particularly in writing
 - making sure that all marking and feedback clearly identify next steps for pupils to improve their work
 - ensuring that activities in the Early Years Foundation Stage are well-focused and challenging, and that good use is made of the outdoor environment to engage boys in particular.

Inspection judgements

The achievement of pupils is good

- Children start school in the Early Years Foundation Stage with skills and knowledge which are well below the expectations for their age, especially in aspects of number and calculation. As a result of well-planned activities and support, they make good progress so that they leave Reception with skill levels which are nearer to the national average.
- Pupils make good progress in Key Stages 1 and 2, and when they leave at the end of Year 6 the majority is working at the expected levels in reading, writing and mathematics. However, boys do not always achieve as well as girls, and progress in mathematics is not as good as it is in English. Not enough pupils reach the higher levels of attainment in either subject.
- Pupils say that they enjoy reading, and that they read at school and at home. However, while younger pupils know their letters and sounds, they sometimes lack the confidence to blend them so that they can work out new words. There are regular opportunities for reading throughout the school, such as sessions where everyone reads together, or reading challenges, and the school has just upgraded the library. This means that pupils read with increasing confidence as they progress through school.
- Pupils with special educational needs and disabilities, and those who are eligible for the pupil premium also achieve well. This is because they are supported very well by teachers and teaching assistants and their progress is closely monitored. Pupils with speech and language difficulties are well cared for in lessons. As a result they are confident, mix well with their classmates, and make good progress.
- Pupils enjoy their learning, and respond well to challenges. One pupil said 'I can't wait to get on to the harder questions' while another said that he 'was bursting with ideas'. They work very well together in groups, and like finding things out for themselves. The thematic approach to the curriculum enables them to develop their knowledge and understanding in a range of situations. For example, pupils who were learning about the Second World War wrote letters to evacuees in an English lesson, and explored which materials would be best for blackout in a science lesson.

The quality of teaching is good

- The way in which senior leaders and teachers monitor the progress of pupils is a strength of the school. Because of this, teachers know the pupils really well, and are able to provide them with extra help and support when they need it. Teachers work very hard in lessons, moving between all groups of pupils, to make sure that they understand what they are learning. Teachers usually question pupils well, and encourage them to explain their ideas fully.
- In the best lessons, activities are matched well to the abilities and interests of the pupils, and teachers add new challenges to move learning forward. However, in some lessons work is not always hard enough to stretch the more-able. In writing, boys are not always interested in the topic or are not sure what to write about, so they do not settle down to work quickly enough and this slows down their progress. In mathematics pupils are not always given sufficient opportunity to use and apply their skills in problem-solving.
- The school's inclusion team is led and managed well. Highly skilled and experienced teaching assistants provide very good support for pupils with special educational needs. They achieve the correct balance between helping individuals and getting them to think for themselves. Pupils respond well and are confident in their learning. A number of high-quality small-group and individual sessions take place outside the classroom. These are monitored well to make sure that they have an impact on pupil progress.
- The Early Years Foundation Stage is well-resourced and there is a wide range of learning opportunities. However, the activities that children choose for themselves are not always clearly focused or challenging enough, and the outside area is not always used extensively. Consequently, opportunities to promote learning, particularly the engagement of boys, are

sometimes missed.

- There are examples in the school of very high quality marking and feedback which provide very clear next steps to help pupils to improve their work. Pupils know their targets and understand what it is that they are learning. However, not all work is marked so helpfully or often enough.
- Good relationships are evident in all lessons. Teachers provide good role-models for pupils and this makes a positive contribution to their spiritual, moral, social and cultural development.

The behaviour and safety of pupils are good

- Pupils enjoy school and they behave well in lessons as a result. They say that very few lessons are disrupted because 'we get our heads down when we're learning'. They understand the school's behaviour system with its rewards and sanctions, and say that it helps them to manage their behaviour.
- Pupils feel very safe in school, and this is a view which is shared by parents. They comment that there are always teachers outside at lunchtime to help them if there are any problems, and that members of the inclusion team can always be asked for help. They say that 'Everyone in school makes you feel safe'. Bullying is rare and dealt with quickly by teachers when it occurs.
- Pupils have frequent opportunities to contribute to the school community, for example as mediators to support their peers. They have also influenced elements of school life such as the design of the Key Stage 1 teaching area, and the fitting of bicycle racks. In addition, they take part in fund-raising activities for charity.
- School staff place great emphasis on meeting pupils' social and emotional needs. All achievements are celebrated, and consequently pupils feel valued and respect each other. They talk about the importance of supporting each other when they are angry, upset or ill.
- School leaders and the inclusion team have implemented a range of strategies to improve attendance. This, combined with the fact that pupils are proud of their school and of the range of opportunities it offers, has resulted in attendance which is now average.

The leadership and management are good

- The headteacher and deputy headteacher are passionate about ensuring that all pupils should have the opportunity to reach their potential. They have very high expectations and are rigorous in holding teachers to account for the progress of pupils in their classes. Teachers have great confidence in the leadership and the direction in which the school is moving, and have responded extremely well to increased levels of challenge. The school has made significant improvements since the last inspection as a result.
- Leaders' processes for monitoring the performance of the school are extremely thorough, honest and systematic. This means that they have a very accurate view of how well the school is doing and which areas need to be improved. Action-planning is clear and well-focused. Systems for monitoring the progress of pupils are impressive, and ensure that all groups of pupils make good progress. Similarly, systems for checking the quality of teaching are very rigorous, and leaders use a range of professional development strategies as well as performance management targets to improve the quality of teaching.
- Leaders at all levels contribute to school improvement. Middle leaders have a good understanding of the school's priorities, and undertake regular activities such as lesson observations to check the quality of provision and performance. This means that they are able to add their thinking to the school development plan. They are confident that they are given opportunities to try out new ideas and initiatives and have access to training which they can share with other colleagues.
- Learning is organised through cross-curricular themes and includes a range of enrichment activities such as visits to places of educational interest, or through visitors to the school. There

is a wide range of extra-curricular activities such as junk band, street dance, choir and gardening, all of which make valuable contributions to pupils' good spiritual, moral, social and cultural development.

- A range of effective partnerships with outside agencies and with parents supports pupils' progress and well-being. The pupil premium has been spent wisely to increase staffing flexibility to support pupils. This means that the school is in a position to provide one-to-one tuition, additional time from the inclusion manager, and time for the deputy headteacher to support teachers and pupils. Pupils known to be eligible for pupil premium achieve well as a result.
- The local authority has a good understanding of the school's strengths and areas for development, and provides robust challenge as well as consultant support for improvement.
- **The governance of the school:**
 - Governors are passionately committed to the school, and know it well. They have a good understanding of the priorities, and expect to be kept fully informed about progress. They understand the data, including for different groups of pupils, and ask challenging questions of senior leaders to hold the school to account. They monitor the impact of professional development for staff, including attending some of the training themselves, and have ensured that the pupil premium has been spent well in ways which have had most benefit for pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107924
Local authority	Leeds
Inspection number	405133

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	239
Appropriate authority	The governing body
Chair	Stephen Pace
Headteacher	Louise Hill
Date of previous school inspection	22 September 2010
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