

Calverley Church of England Voluntary Controlled Primary School

Towngate, Calverley, Pudsey, West Yorkshire, LS28 5NF

Inspection dates 7–8 February 2013

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 make good and sometimes outstanding progress from their different starting points on entry to the school.
- At the end of Key Stage 2, standards have been above the national averages for English and mathematics for three consecutive years. For over half the pupils at the end of Key Stage 2 last year, attainment was well above the national averages.
- The Early Years Foundation Stage gives children a very good start to their education because they enjoy learning and make very good progress.
- Pupils mainly behave well in lessons and around the school. Attendance is very high and many pupils have 100% attendance.
- The headteacher and the deputy headteacher provide good leadership. They are determined to raise standards. They observe teachers in lessons and tell them how to improve. They have also put training and support in place which has improved teaching.
- All the staff and governors are committed to improving the school and continuing to improve standards. They recognise what still needs to be done to improve the school still further.

It is not yet an outstanding school because

- Teaching, although good, does not yet enable pupils to make outstanding progress overall.
- Higher ability pupils in Key Stage 1 are not always challenged enough in lessons, particularly in mathematics.
- Pupils do not have enough opportunities to develop their independence as learners.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons, including two joint observations with the headteacher and two joint observations with the deputy headteacher. Inspectors also made a number of short visits to classrooms and listened to pupils read.
- A meeting was held with one group of Key Stage 2 pupils; inspectors talked with children in the Reception class, pupils in Key Stage 1 classes and with pupils in the playground. Meetings were also held with a member of the governing body, one representative from the local authority, two parents, and members of staff including senior and middle leaders.
- Inspectors observed the school’s work and looked at a range of documents, including data on pupils’ progress, the school’s evaluation of its performance, school improvement plans, documentation relating to teachers’ performance over time and records relating to pupils’ behaviour and safety.
- Inspectors took into account the 63 responses to the online questionnaire (Parent View), 17 staff questionnaires, one letter from a parent, a meeting with two parents and results of a parental survey carried out by the school.

Inspection team

Pamela Hemphill, Lead inspector

Additional Inspector

Susan Barkway

Additional Inspector

Gillian Hunter

Additional Inspector

Full report

Information about this school

- Calverley is a larger than average sized primary school.
- Children enter Early Years Foundation Stage from 17 settings.
- The proportion of pupils supported at school action is well below average, as is the proportion supported by school action plus or with a statement of special educational needs.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding for children in the care of the local authority, those known to be eligible for free school meals and the children of military personnel) is well below average.
- The proportion of pupils from minority ethnic groups is below average but is increasing slightly year on year. The proportion of pupils who speak English as an additional language is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school hosts a before-and after-school club, 'Play Academy', which is not managed by the governing body. This provision is inspected separately and the report will be found on the Ofsted website.

What does the school need to do to improve further?

- Raise the attainment of higher ability pupils in Key Stage 1, to build on the good and improving trends in achievement, by creating more opportunities to challenge them in lessons, particularly in mathematics.
- Further improve teaching by:
 - using assessment information consistently and effectively to ensure all pupils have activities in lessons that are well-matched to what they already know, understand and can do
 - drawing on examples of the outstanding classroom practice in the school so that lessons always give opportunities for pupils to take responsibility for finding things out for themselves and do not have to listen for too long to teachers talking.

Inspection judgements

The achievement of pupils

is good

- The majority of children enter the school with attainment broadly in line with that expected for their age. Within a term of entering Early Years Foundation Stage, good progress is evident as a result of teaching which is at least good. Children make good progress in reading and outstanding progress in mathematics.
- Pupils start Key Stage 1 with above expected levels of skills in mathematics and reading and with personal, social and emotional skills that are well above the expectation for their age. Progress in Key Stage 1 is good. At the end of Key Stage 1, attainment is above average in reading, writing and mathematics. An increasing number of pupils are achieving the higher National Curriculum Level 3. The school recognises that to improve progress to outstanding it needs to ensure higher ability pupils are challenged even further, particularly in mathematics, to ensure they make the progress of which they are capable.
- In Key Stage 2, good progress is sustained as a result of good and sometimes outstanding teaching. Pupils are assessed and tracked well, so the school can identify their learning and where carefully targeted interventions need to be put in place to secure their good progress.
- By the end of Key Stage 2, attainment is securely above average and sometimes it is well above average. In 2012 half of pupils achieved or surpassed Level 5 which is well above the rate nationally and 8% of pupils achieved the very high Level 6 in mathematics, over double the national average. When progress is particularly good it is because of accurate matching of work to pupils' needs and ensures that all pupils, including those of higher ability, move forward quickly.
- Pupils' reading across the school is of a good standard because reading is very well taught. Pupils use a range of strategies and use the daily opportunities to read, for instance the after-lunch reading time using their chosen books. The teaching of phonics (linking letters and sounds) in Early Years Foundation Stage and Key Stage 1 is outstanding. By Year 2, readers are fluent as they use their knowledge of letters and sounds to build up words. By Year 4, readers are accurate and read with understanding.
- Pupils across the school read a lot, they say they enjoy reading and use the school library and buy books to read at home. Parents support their children's love of reading.
- Homework is set regularly, particularly in Key Stage 2 where it is often a task to extend learning, for instance in topic work on natural disasters.
- Pupils with special educational needs are identified early. They do as well as similar groups nationally and all make good progress from their starting points. Pupils from minority ethnic backgrounds make the same good progress as other pupils. There is well-targeted individual support for to help pupils achieve their specific learning targets. This includes effective support from the learning mentor and extra help for pupils' learning in reading and mathematics.
- The test scores from 2012 at the end of Key Stage 2, show the attainment of pupils known to be eligible for free school meals to be consistently above similar pupils nationally. This small group of pupils attains as well and makes similar progress, relative to their starting points, as other pupils across the school. This demonstrates the school's successful commitment to providing equality of opportunity for its pupils.

The quality of teaching

is good

- Most teaching is good with some that is outstanding. This is supporting pupils to make good and better progress and to achieve at and above the national expectations in Early Years Foundation Stage and at the end of Key Stages 1 and 2.
- In the Early Years Foundation Stage good teaching is enabling children to make good progress, for instance, in using a number of frequently occurring words in their writing about the north and south poles with high engagement and knowledge and understanding of the world. During

play, in each of the imaginatively planned activities, they are stimulated to talk to each other about 'the polar region'.

- In a Key Stage 1 lesson, pupils made outstanding progress in their understanding of other faiths because the teacher and teaching assistants work well together to develop exceptional resources to promote discussion of Islam. Pupils drew on their experience of a visit to a mosque and discussed and debated their ideas. The teacher used outstanding questioning to deepen understanding of other faiths. One pupil went on to have his achievement recognised in the Celebration assembly because he independently decided he wanted to learn more about Islam.
- At Key Stage 2, good teaching enables pupils to learn well in activities matched to their learning needs to develop understanding of analogue to digital time. Use of assessment, effectively targeted support and good use of questioning enables pupils to meet well differentiated criteria.
- In the best lessons teachers plan lessons well to meet the needs of all pupils and there are high expectations for learning. Activities create opportunities for good collaboration between pupils and with adults and ensure those with special needs are fully included in lessons. Pupils are confident and articulate. They contribute well and respond to challenge and teachers' questioning.
- Not all lessons are quite as good, sometimes this is because the start to the lesson is too long and there is a lot of talk before pupils get to work.
- Teachers develop opportunities for pupils to apply their literacy skills and achieve their targets, particularly in writing and handwriting, across a range of subjects, including in their topic work. Some pupils' handwriting is very good.
- There are not yet enough examples of how good and better teaching in the school is shared, adapted and used across other classes and years through use of the outstanding self-assessment in 'I can' in Year 5 and in 'Review, reflect and respond' in Key Stage 2. 'Blast off!' questions in science are challenging pupils and encouraging them to develop their thinking skills.

The behaviour and safety of pupils are good

- All pupils spoken with feel safe and happy in the school. Pupils develop responsibility through, for instance, leading play at breaks and lunchtime and acting as peer mediators to help others resolve any conflicts, prevent bullying and to promote friendship. There is almost no bullying and the school's records show no exclusions.
- Children in Early Years Foundation Stage and pupils in Key Stage 1 say they love the school and the friendships they are making. All of this is evident in the very high rate of attendance. In an online survey there were no pupils who said they didn't want to come to school.
- The school has placed emphasis on pupils' good behaviour in lessons. Pupils nearly always behave at least well. Only very occasionally is there some fidgeting or less than full concentration in lessons. In a parental survey, the school received mostly positive feedback from parents on behaviour and safety, and has responded to a few concerns by letting parents know about the way senior leaders deal with any such minor disruption.
- Parents spoken to in the playground at the start of the day are very happy with the school, for instance, one parent of a child with special educational needs praised the additional support their child receives, particularly the pre-school literacy session and one to one support in class. Other parents spoke of how the school arranged a good transition back into school for a child who had been in hospital and for children and families facing difficulties in their lives. This has led the school to train a member of staff so there is expertise to offer counselling.
- Pupils enjoy the Celebration Assembly each week, which recognises good achievements in lessons, very good behaviour, and the personal contributions some make to their school community. Everyone claps loudly to let 'Superstars' and others receiving awards know how well they have done.

The leadership and management are good

- The school is well led by the headteacher who has set a clear ambition for maintaining the pace of development that has moved the school forward since the last inspection.
- She is ably supported by the deputy headteacher, assistant headteacher, a highly effective middle leadership team and the governing body who share the drive to raise standards.
- The schools' ethos is strong and supports the spiritual, moral, social and cultural development of pupils through the curriculum, the choral and musical tradition in the school and the impressive range of extra-curricular provision in sports and the arts. There is a strong programme of visits and visitors which develops pupils' awareness of faith and diversity which is preparing them for the world in which they live.
- The headteacher provides strong leadership for teaching. Team work among staff is strong and they have developed some new ideas for assessment and more exciting lessons. Performance management has embedded the Teachers' Standards and there are more tailored training opportunities for staff to help them achieve their personal targets.
- Teams of leaders and staff meet regularly to identify progress and any under-achievement of pupils and effective intervention is quickly put in place and reviewed.
- Because this was judged to be a satisfactory school at its previous inspection it has received support and reviews through three local authority visits per year. The local authority knows the school well and has provided appropriate support for the school's autonomy.
- **The governance of the school:**
 - Governors have a good understanding of the strengths of the school and what it needs to do to continue to improve. They provide support and challenge, for instance in agreeing the headteacher's performance management targets and in the roles they have developed and used to support the school's development since the last inspection, for instance, in improving Early Years Foundation Stage provision which is now impacting on the progress and attainment of children and ensuring a good start to their schooling. Governors understand the school's data and use this to ensure challenge in targets for performance management so that teachers' targets are specific and measurable and are linked to pay progression. They work closely with the headteacher, senior and middle leaders and use information from learning walks and monitoring to guide their support and decisions. Governors are aware of how funding is being used to provide teaching assistant support to specific pupil groups in lessons and to support their access to reading support before school. The governing body ensures the school meets safeguarding requirements and that the budget is managed effectively.

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	107996
Local authority	Leeds
Inspection number	400957

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Adam Hainsworth
Headteacher	Judith Putsman
Date of previous school inspection	5 October 2009
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