

Horsforth Featherbank Primary School

Featherbank Avenue, Horsforth, Leeds, West Yorkshire, LS18 4QP

Inspection dates

5–6 February 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils make outstanding progress in learning to read, write and in mathematics. The school's many exciting activities enable them to use these skills in different subjects.
- Rapid progress is sustained throughout the school, so that by Year 4 many pupils are working at levels well in advance of their age.
- This is the result of outstanding teaching.
- Activities are carefully chosen which meet pupils' needs exactly and captivate their interest.
- Pupils' behaviour is outstanding. They are extremely polite and friendly. Pupils show immense pride in their achievements because these are praised and celebrated by adults.
- Older pupils provide excellent models to younger ones. Pupils say that they feel very safe.
- The school's curriculum is very rich, especially in science, art and music. Although pupils are skilled in using information and communication technology (ICT), this is not always used to full effect to extend their reading and writing skills.
- Children make an exceptionally good start in the Reception class and gain great confidence.
- The headteacher and the governing body have maintained the outstanding aspects of the school's work since the previous inspection and have further improved teaching and pupils' progress.

Information about this inspection

- Inspectors observed 12 lessons taught by seven teachers and visited other activities for shorter periods of time. Two lessons were observed jointly with the headteacher. The inspectors listened to pupils read.
- Meetings were held with groups of staff and pupils, a representative and the Chair of the Governing Body and a representative of the local authority.
- The inspectors took account of 40 responses to the online questionnaire (Parent View). They also spoke with a number of parents and looked at the results of the school’s own survey of parents’ views.
- The inspectors observed the school’s work and looked at work in pupils’ books. They looked at the school’s data on pupils’ progress, documents relating to safeguarding, and the school’s analysis of how well it is doing and its plans for further development.

Inspection team

Liz Godman, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Formerly an infant school, the school changed two years ago to become a primary school. Hence there are now pupils in Years 3 and 4. These pupils will remain at the school in Years 5 and 6, so that in the longer-term the school will become a primary school for pupils aged 4-11.
- The proportion of pupils known to be eligible for the pupil premium (in this school, pupils who are known to be eligible for free school meals) is below average.
- Most pupils are of White British heritage.
- The proportion of pupils supported at school action is well below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- It is not possible to comment on the success of the school in meeting the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, as there have not been any Year 6 pupils yet.

What does the school need to do to improve further?

- Increase pupils' use of ICT, so that they further extend their reading and writing skills, by:
 - providing more opportunities for pupils to find things out for themselves
 - enabling pupils to find different ways to present their work.

Inspection judgements

The achievement of pupils

is outstanding

- Children join Reception with broadly typical skills for their age but some have skills below those typical in reading, writing and mathematics.
- Children make rapid progress. They are confident in speaking and have a very good knowledge of rhymes and numbers. Outstanding progress in Reception means that most start Year 1 with skills above those typical for their age.
- Pupils' outstanding progress continues in Years 1 and 2. Almost all write accurately and at length because of their interest in the activities, for example, natural disasters.
- Pupils in Year 2 read fluently. They have access to an excellent range of fiction and non-fiction books and read increasingly difficult texts. Pupils use their knowledge of letters and sounds and their understanding of the text to work out unfamiliar words and their meanings.
- More-able pupils in Year 2 have worked independently and taken responsibility for all aspects of production of an effective short film, 'Aliens Moving House'.
- At the end of Year 2 in 2012 pupils reached levels in reading, writing and mathematics which were significantly above average.
- Pupils known to be eligible for free school meals also exceeded the national average for all pupils. Compared to other pupils in the school, their attainment was at least the same and sometimes better in reading and writing, but slightly below in mathematics. In Year 3 these pupils are receiving any necessary additional help and are making outstanding progress, including in mathematics.
- Outstanding progress is maintained in Years 3 and 4. Many pupils are already working at a level well in advance of their age in reading, writing and mathematics.
- Almost all Year 4 pupils read exceptionally well and talk keenly about their favourite authors, often showing an excellent understanding of difficult texts.
- Pupils in Years 3 and 4 write very well, neatly and at length. For example, their own books explain clearly how polar bears are adapted to the Arctic.
- Pupils' progress in mathematics is outstanding. They practise their skills regularly, by counting in music in Reception, recalling multiplication tables in Year 2 or undertaking challenges in playtime in Year 4. By the time they reach Years 3 and 4 pupils are able to solve problems and have an excellent knowledge of different shapes.
- Pupils with special educational needs make outstanding progress and learn very effectively. The additional help they receive from teachers and teaching assistants builds their confidence and pride in their achievements.

The quality of teaching

is outstanding

- The school's progress data, end of Key Stage 1 results, pupils' work and lessons observed during the inspection all confirm that the quality of teaching is outstanding in reading, writing, mathematics and other subjects.
- Activities to promote reading are very well organised and adults provide excellent models.
- Teachers have very high expectations of all pupils and pupils are keen to be challenged.
- Lessons are planned very well and are adapted swiftly according to pupils' responses. This ensures that activities meet the needs of all pupils, including those known to be eligible for the pupil premium and those who have special educational needs.
- Marking enables pupils to understand clearly how they can improve their work. Most lessons provide opportunities for pupils to check their own and others' work, identifying what could be improved. This is a key factor in pupils' rapid progress.
- Teaching and support for pupils with special educational needs are very sensitive and secure

rapid gains in their skills.

- Teachers and teaching assistants know the pupils very well. They take pupils' interests into account when selecting themes and activities. This ensures that in almost all lessons pupils' enthusiasm is considerable and they work at a very rapid pace.
- Teachers use ICT very well to present their lessons and pupils are eager to show their understanding and to use programmes to practise reading and mathematical skills. However, there are some missed opportunities for pupils to use ICT to write in different ways or to apply their excellent reading skills to find information for themselves.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in lessons and around the school. They are immensely keen to learn and take great pride in their work.
- They listen very attentively to adults and to one another in lessons and assemblies.
- The school has very high expectations of pupils' behaviour, attendance and punctuality. The overwhelming majority of pupils respond very positively to this. Attendance levels are high and almost all pupils arrive at school in good time in the morning. The headteacher monitors closely those who are late and swiftly follows this up with their parents.
- Almost all parents who responded to the questionnaire agree that the school makes sure that all the pupils are well behaved.
- Pupils are extremely sensible at playtimes, whether indoors or outside. Older pupils are keen to be exemplary models for the younger ones and enjoy playing with them and helping them. All pupils take excellent care of one another.
- The youngest children settle into school very quickly and learn to cooperate with one another very well.
- Pupils have a very secure understanding of bullying. Older pupils say that there has been a small amount in the past. Pupils are very clear about where to go to for help should they need it.
- Pupils say that they feel very safe in school and all their parents who responded to the questionnaire agree. Pupils know how to stay safe and how to avoid unsafe situations, for example, when using the internet.

The leadership and management are outstanding

- The headteacher and the governing body have very high expectations of the school's staff and pupils. Staff at all levels are strongly committed to the school's work and participate in all aspects of school life.
- The headteacher has a very clear view of the quality of teaching and of pupils' progress. This is because her checks and those made by other staff are very accurate. This information is used very well to maintain the school's outstanding work and to secure further improvements in teaching and pupils' progress.
- Staff receive high quality and timely training. For example, current training relates to developing provision for pupils in Years 5 and 6. The comprehensive plans for future developments include all subjects and all staff.
- Teaching assistants undertake relevant training, ensuring they have specialist expertise to share with others, for example, in meeting pupils' particular special educational needs.
- Careful financial management ensures that resources and staff are used to best effect to meet pupils' needs, including those of pupils known to be eligible for the pupil premium and those with special educational needs. The pupil premium has been used successfully to provide additional help for younger pupils in relation to speech, language and communication.
- Rigorous approaches ensure that teachers and teaching assistants only receive promotion or pay awards when these are merited.
- The outstanding curriculum ensures pupils' excellent reading, writing and mathematical skills and

gives them a rich experience of other subjects. Pupils participate in drumming and singing; they enjoy varied art activities and learn about natural disasters and endangered species.

- The curriculum and assemblies also ensure pupils show high levels of concern for others, are very mature and thoughtful and are highly interested in different cultures, for example through celebration of the Chinese New Year.
- Rigorous procedures ensure that pupils are protected and safe and that safeguarding requirements are met.
- Parents appreciate the opportunity to come into the school at the start and end of the day and to see their children's work or to talk to the teacher.
- The local authority provides 'light-touch' support to this outstanding school, which in turn makes very good use of the expertise of the local authority and other schools, for example in sharing best practice.
- **The governance of the school:**
 - Since the previous inspection the governing body has a greater knowledge of the quality of teaching and pupils' progress. Governors make thorough checks, including regular visits during the school day. The governing body provides a high level of challenge to ensure that the school's outstanding teaching is maintained and that the pupil premium is used to enable all pupils' to make outstanding progress.

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	107817
Local authority	Leeds
Inspection number	400190

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	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	155
Appropriate authority	The governing body
Chair	John Siddall
Headteacher	Kathie Rhodes
Date of previous school inspection	21 April 2010
Telephone number	0113 214 4811
Fax number	0113 281 9232
Email address	headteacher@featherbank.leeds.sch.uk

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