

Micklefield Church of England Primary School

Great North Road, Micklefield, Leeds, LS25 4AQ

Inspection dates 19–20 March 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.

- All groups of pupils make good progress and achieve well from their starting points on entry to the Nursery. Attainment at the end of Key Stage 1 has risen steadily since 2010 and results in 2012 were the highest for many years. There is a similar picture in Key Stage 2 and standards in both English and mathematics have improved markedly since the previous inspection.
- As a result of a strong emphasis by senior leaders and members of the governing body on improving classroom practice, the quality of teaching in all key stages is now good. Teachers have an accurate understanding of how well their pupils are doing and plan work which is just what they need to make good and, on occasions, even better progress. Teaching assistants support pupils sensitively and well.
- Pupils are very proud of the school and feel safe within its walls because, in their words, 'the adults look after us and sort out any problems we have'. Pupils behave well in lessons and around school and older pupils take the lead in looking after younger ones. The school promotes pupils' spiritual, moral, social and cultural development outstandingly well.
- The talented and well informed headteacher and assistant headteacher lead by example. All staff share their view of how to drive school improvement. The impact of middle leaders has improved well since the previous inspection and they now lead their subjects effectively and with confidence. Similarly, members of the governing body are more aware of the school's performance and they hold the leadership to account with increasing rigour.

It is not yet an outstanding school because

- Although attainment in writing is improving, pupils are not given enough opportunities to talk about their ideas before they begin to write. In addition, pupils are not given enough mathematical problems which are linked to real-life situations.
- Attendance is still not high enough. The school's strategies to encourage even more parents to become actively involved in their children's learning are underdeveloped.

Information about this inspection

- The inspector observed eight lessons or part-lessons, of which one was a visit to a Forest Schools session. Three of the observations were carried out jointly with the headteacher. The inspector also listened to pupils in Year 2 and Year 6 read.
- The inspector also visited a whole-school assembly, delivered by children in the Family Unit, comprising Nursery and Reception children and pupils in Year 1.
- He held meetings with a group of Year 6 pupils and the Chair and Vice-Chair of the Governing Body. He also spoke informally with parents at the beginning and end of the school day. He had a meeting with a representative of the local authority, newly qualified teachers, subject coordinators, the senior leadership team, the school site superintendent and support staff.
- There were insufficient numbers of parents who expressed their views on the on-line questionnaire (Parent View) but the inspector took account of the school's internal parent questionnaire. He also considered the views of the nine staff who responded to the staff questionnaire.
- The inspector observed the school at work and looked at internal and external pupil progress and attainment data, pupils' work, school development planning and the school's procedures for gaining an accurate view of its performance. In addition, he scrutinised minutes of governing body meetings, reports written by the local authority and documentation in relation to child protection, safeguarding, attendance and behaviour.

Inspection team

James Kidd, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average primary school but pupil numbers have increased since the previous inspection. There are more boys than girls.
- The school comprises a Family Unit of children from the Early Years Foundation Stage and Year 1, two mixed classes for Years 2 and 3 and Years 4 and 5, and a Year 6 class. Children and pupils are further divided into 'nurture groups'.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those looked after by the local authority or children from service families, is well above average.
- The percentage of pupils supported at school action is below average. The percentage supported at school action plus or with a statement of special educational needs is above average.
- The percentage of pupils from minority ethnic heritages is well below average and there are few pupils with English as an additional language.
- There is an above average proportion of pupils who join or leave the school at other than the usual times.
- Micklefield Church of England Primary has advanced Healthy School status and also holds the Artsmark. It is a member of the Forest Schools initiative.
- The school is also a member of the Garforth Schools Partnership Trust comprising a secondary and six primary schools.

What does the school need to do to improve further?

- Continue to accelerate pupils' progress and raise their attainment by:
 - further improving attainment in writing by providing pupils with more opportunities to talk about their work before they put pen to paper
 - further accelerating pupils' progress in mathematics by giving them more problems to solve which are related to real-life situations.
 - ensuring that the families of pupils who do not come to school as often as they could see the vital importance of regular attendance
 - exploring how the school can encourage even more parents to become actively involved in the education of their children.

Inspection judgements

The achievement of pupils is good

- Although they vary from year-to-year, children's skills and knowledge on entry to the Nursery are generally below those expected for their age. Their social and emotional development is frequently well below that usually seen. As a result of an overriding emphasis on building children's confidence and self-esteem, good teaching and sensitive support, children in Nursery and Reception make good progress in their studies and are well prepared for entry into Key Stage 1. The Forest Schools initiative has a positive impact in promoting younger and older pupils' confidence in what they can achieve.
- This good progress continues throughout the rest of the school and attainment has risen strongly in both Key Stage 1 and Key Stage 2 since the previous inspection. In 2012 standards at the end of Year 6 were broadly average and more pupils than ever before reached the higher National Curriculum Level 5 in English and mathematics. This represents good achievement of all groups of pupils from their starting points on entry to the Family Unit.
- Pupils are keen to learn. Children in the Family Unit, for example, are delighted to show visitors their work and to show them the paintings they have done, and also the models of boomerangs and of the Star of David they completed during cultural diversity week. Their speaking skills are improving at an impressive rate and children in Reception are beginning to read accurately and with confidence. Pupils in Years 2 and 6 also read well.
- In the Year 2/3 class pupils enjoy learning about Indian art and are fascinated by the mathematics treasure hunt. In Years 4 and 5 they talk avidly about the progress they have made in drawing vertical, horizontal and diagonal lines of symmetry. Similarly, in Year 6, pupils explain the importance of an ellipsis to tempt a reader to continue the story and they describe how a semi-colon can be used accurately.
- Pupil premium funding is used effectively to ensure that all pupils are included in everything the school has to offer. As a result, looked after pupils and those known to be eligible for free school meals make the same good progress as their classmates. Their attainment is rising and the gaps between their performance and that of other pupils in the school are closing rapidly. Focused support from teaching assistants for disabled pupils and for those with special educational needs ensures that they too achieve well. Pupils who join the school part-way through the year progress well but those who are absent too much do not always make the progress they should.
- All parents spoken to and those who completed the school's internal questionnaire are entirely satisfied with the progress their children are making.

The quality of teaching is good

- The school is accurate in its view that teaching has improved since the previous inspection and that it is now good. Indeed, there are examples of outstanding practice across the school. Teachers and teaching assistants provide pupils with work which is exactly what they need to make progress. Almost all parents believe that teaching is good.
- Teachers and teaching assistants have good relationships with their pupils, and pupils say, 'Learning is fun but our teachers ask us difficult questions and challenge us to do better and better!' Pupils in Year 6 add, 'We were terrified of word problems in maths last year, but just look at what we can do now!' This demonstrates that they are fully aware of the progress they are making and that they enjoy and see the value of learning.
- Teaching in the Forest Schools sessions is outstanding and develops pupils' confidence in what they can achieve. In a session observed during the inspection children from the Reception class and pupils from Year 1 were beside themselves with joy when they realised they could tie laces, and their engagement in all the activities could not be faulted. It is hardly surprising that children in the Family Unit now have the confidence to deliver assemblies!

- The Forest Schools initiative also develops the confidence of older pupils: pupils from Year 6 support the children exceptionally well in the forest and, for example, make rope bridges which are used by the Reception children.
- In order to continue to improve teaching further, the school places great emphasis on the sharing of good classroom practice within and across key stages. Subject leaders give advice to their colleagues on how to ensure that pupils acquire the particular skills necessary to make good and better progress across the curriculum. Staff are not complacent and recognise that pupils do not always have enough opportunities to share their ideas before they begin their writing tasks. They also understand that progress in maths would accelerate even further if pupils had more problems to solve which are linked to real-life situations.
- Marking is good; pupils are praised for their efforts but also receive detailed advice on how they can improve their work.

The behaviour and safety of pupils are good

- The school recognises the vital link between how pupils feel about themselves and their personal and academic achievement. Teaching and support staff, therefore, do all they can to ensure that pupils get on well with each other and that they are pleased when their classmates succeed. As a result, pupils' self-esteem and confidence are growing, they behave well around school and in lessons and they see the value of learning. Parents quite rightly believe that their children enjoy school and that they are safe. As parents say, 'All the staff know the children here so well and my child has grown in confidence since she entered the school.'
- Pupils strive hard to live up to the school motto 'Protect and respect each other'. They accept a wide variety of responsibilities as school councillors, food ambassadors and class and lunchtime monitors. Pupils in Years 5 and 6 look after children in the Early Years Foundation Stage and pupils from all years support a range of charities. They were recently commended for their work with the Ekokids School Recycling Project.
- They have a keen understanding of how to keep themselves safe and talk accurately about internet safety and the dangers of cyber-bullying. Indeed, they believe that bullying in all its forms is rare and that, if it occurs, it is handled quickly and effectively by staff. They value the 'worry boxes' in which they can place information on any concerns they may have.
- The school's promotion of pupils' spiritual, moral, social and cultural development is outstanding. Pupils have a strong awareness of right and wrong and also benefit from activities during the annual themed week. They share their experiences of visits to mosques, temples and synagogues with their counterparts in the Garforth Schools Partnership Trust. They also tweet photographs of their Indian dancing and of the Australian boomerangs and Native American headdresses they have made.
- Attendance has improved since the previous inspection but is still below average because a minority of pupils do not always attend as regularly as they could.

The leadership and management are good

- The committed headteacher, supported to the full by the talented assistant headteacher, has a clear view, shared by the staff, as to how the school can develop. Their judgements on school performance are accurate. They understand, for example, that more needs to be done to make a minority of families more aware of the importance of regular attendance. Some parents support the school well and are actively involved in the learning of their children. However, the school finds it difficult to involve more and there are currently two vacancies for parent governors on the governing body.
- The impact of middle leaders has improved since the previous inspection. They now take the lead in developing the areas for which they are responsible and they comment, 'It is a pleasure

to be part of the team'. Staff feel supported by senior leaders but they also believe that performance management arrangements hold them rigorously to account.

- The curriculum is carefully designed to meet pupils' interests and aspirations and to develop their personal and academic skills. Pupils speak highly of the wide variety of extra-curricular activities and clubs which are open to them.
- The school promotes equality of opportunity for all well and rejects all forms of discrimination. Child protection and safeguarding policies and practice fully meet requirements and it is a useful added precaution that accident books are held in four areas of the school, to enable staff to make immediate entries if any incidents occur.
- The local authority continues to provide strong support for the school and there are regular visits which focus on achievement and the quality of teaching. In addition, the school's membership of the Garforth Schools Partnership Trust has a positive impact on its performance. Members of the trust meet to share their expertise in assessment and to provide staff training on a range of issues. Pupils also get the opportunity to visit their counterparts in other schools.

■ **The governance of the school:**

- Governance is good and has improved significantly since the previous inspection. Governors now have a much more accurate awareness of the school's strengths and areas for development. They now ask increasingly searching questions of the leadership about school performance in all areas of its life. As part of the school's ongoing drive to improve teaching, governors visit lessons and comment, 'Teaching is getting better but staff do not rest on their laurels here'. They oversee performance management arrangements and ensure that staff are only rewarded if they meet their classroom targets in relation to pupils' progress. Governors are also fully aware of how and with what impact the school uses pupil premium funding. They recognise that the school must continue to explore how it can involve even more parents actively in the learning of their children.

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	107992
Local authority	Leeds
Inspection number	405145

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Gary Craven
Headteacher	Gillian Dodsworth
Date of previous school inspection	9 March 2011
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