

Clapgate Primary School

Cranmore Drive, Leeds, West Yorkshire, LS10 4AW

Inspection dates

26–27 March 2013

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

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is improving but it is not consistently good over time.
- Attainment by the end of Year 6 is low in English and mathematics
- Teaching is improving but since the last inspection it has not been good enough to ensure that pupils make good progress.
- Expectations of what pupils can achieve have not always been high enough.
- The teaching of reading skills is not good enough in all classes.
- In some lessons, the work that pupils are set is too easy or too difficult for them.
- Pupils do not always have opportunities to respond to teachers' marking and improve their work.
- In checking the school's performance, some leaders and managers are not linking the quality of teaching to the progress that pupils make well enough.

The school has the following strengths

- Children in Nursery and Reception classes make good progress.
- Leaders and staff are taking positive action to raise achievement and improve teaching.
- Pupils behave well in lessons and around the school.
- Pupils are considerate, polite, and relate well to others.
- Pupils feel safe and well cared for.
- Governance has been strengthened and is effectively holding the school to account.

Information about this inspection

- The inspectors observed teaching and learning in 24 lessons, including joint observations with one of the headteachers.
- They held discussions with one of the headteachers, staff, two local headteachers, a representative from the local authority, governors and pupils.
- Very few parents responded to the online survey (Parent View) but inspectors took account of the school's own parental survey.
- Inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

Inspection team

Derek Watts, Lead inspector	Additional Inspector
Rosemary Batty	Additional Inspector
Clare Daniel	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is average.
- A well-above average proportion of the pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or those with a parent in the armed services.
- The school did not meet the government's current floor standards in 2012, which set the minimum expectations for pupils' attainment and progress.
- The headteacher and deputy headteacher left in December 2012 and have not yet been replaced.
- The school did not appoint a permanent headteacher because the possibility of a collaboration or federation with other schools was being explored.
- There have also been a number of teacher changes recently.
- Since January 2013, the school has been jointly led by two part-time retired headteachers, one of whom was the previous headteacher.

What does the school need to do to improve further?

- Ensure that all teaching is at least good and promotes good progress for pupils, by making sure that:
 - teachers' expectations of what pupils can achieve are always high
 - the teaching of reading is consistently good in all classes
 - teachers always set tasks which are at the right level of difficulty for pupils
 - pupils have opportunities to respond to teachers' marking and improve their work.
- Accelerate pupils' progress in English and mathematics and raise attainment to average levels by the end of Year 6 by:
 - extending opportunities for pupils to apply their reading and writing skills in subjects other than English
 - providing more opportunities for pupils to apply numeracy skills in other subjects.
- Strengthen leadership and management by ensuring that a range of evidence is used, particularly pupils' progress, when checking and judging the quality of teaching.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because attainment by the end of Year 6 is low in English and mathematics. Last year's Year 6 pupils made inadequate progress through Key Stage 2. Staff changes and a higher than usual proportion of pupils joining and leaving the year group contributed to this low performance.
- Positive action is being taken to raise achievement in both Key Stage 1 and 2. Last year's underachievement has been arrested and most pupils are now making expected progress but it is not yet consistently good. Even so, in the current Year 6, a higher proportion of pupils are on track to reach the nationally expected levels of attainment than did so last year.
- In 2012, Year 6 pupils eligible for the pupil premium, including those known to be eligible for free school meals, attained slightly higher standards than other pupils in mathematics. They attained slightly lower standards in reading and writing than the others. While there is little difference in attainment and the rate of progress between pupil premium pupils and other pupils, attainment for both groups is lower than that of pupils nationally but improving.
- Disabled pupils and those who have special educational needs make the progress typically expected for this group. In a number of lessons seen during the inspection these pupils were taught and supported well.
- The learning of the more-able pupils is often extended in lessons but this is not always the case. Sometimes, their learning is not developed well enough because the work set is too easy. Few pupils in the school attain the higher than expected levels.
- Pupils are making the expected rate of progress in reading. They usually benefit from a well-structured reading programme. However, there are inconsistencies in the teaching of reading and pupils do not always have enough opportunities to apply their reading skills in a range of areas.
- Effective steps are being taken to raise achievement in writing. Pupils' grammar, spelling and punctuation are improving. There are some good examples of pupils applying their writing skills in subjects other than English. For example, pupils in Year 5 used geographical vocabulary well in describing the physical features of a river system. However, this good practice is not consistent throughout the school.
- Pupils' progress in mathematics is also improving. For example, in Year 3, pupils made good progress in using coordinates to locate position. The more-able pupils plotted points on a grid to create two-dimension shapes. In mathematics lessons, pupils are applying their numeracy skills well to solve problems. However, their application of numeracy skills in other subjects is less well developed.
- Children enter the nursery with knowledge and skills well below those typically expected for their age. Children make good progress in Nursery and Reception classes because of good teaching and an interesting range of learning activities.

The quality of teaching

requires improvement

- Teaching has not been consistently good enough over time to ensure that pupils make good progress. Teaching is improving but some weaknesses remain.
- Teachers' expectations of what pupils can achieve have not been high enough in the past and so attainment has remained low and pupils have not always made the progress they should. Although expectations are now higher this is not the case in all lessons.
- Pupils are not always set work at the right level for their abilities and needs. When this happens, pupils' learning declines, especially when work is too easy for the more-able pupils.
- There are some weaknesses in the teaching of essential skills such as phonics (letters and the sounds they make). As a result, in some classes, pupils make less progress in reading than others. Opportunities for pupils to apply their numeracy skills in mathematics lessons have been

extended and improved.

- The marking of pupils' work is usually of good quality. Teachers identify the strengths in pupils' work and indicate the next steps for improvement. However, pupils do not always have sufficient opportunities to respond to teachers' marking and improve their work.
- The quality of teaching in the Nursery and Reception class is good and children make good progress. They benefit from an effective blend of adult-led activities and opportunities for children to learn on their own. The activities provided are interesting and successfully engage the children of varying abilities.
- The quality of teaching is improving. In the best teaching in Key Stages 1 and 2, pupils rise to teachers' high expectations and the challenging tasks which are well suited to pupils' varying abilities. Pupils are motivated and their interest is sustained. They learn at a good pace and make good gains in knowledge, deepen their understanding and apply skills competently.
- Teaching assistants are used effectively and make a good contribution to pupils' learning, particularly for those who need additional help with language and literacy.

The behaviour and safety of pupils are good

- Pupil's behaviour and safety are strong aspects of the school.
- Children in the Nursery and Reception classes settle quickly into the school because of the warm atmosphere and the strong relationships established by adults. They enjoy the wide range of activities provided and they learn and play well with the other children.
- Pupils feel safe at school and are well looked after by the staff. They are confident that there are always trusted adults available for help and support if they are worried or upset.
- Pupils are cooperative, courteous and respectful. They show positive attitudes to learning. A pupil commented to the inspectors, 'I like learning different things'. Behaviour is good in lessons and around the school. When teaching is less than good, pupils are not always sufficiently engaged in their learning and their behaviour is not as good. Even so, school records of incidents show that behaviour is typically good over time. There have been no exclusions since the last inspection.
- Pupils have a good understanding of bullying and the different forms it can take, including persistent name-calling, physical bullying and cyber-bullying. They know what to do should bullying occur. Pupils reported to the inspectors that bullying is rare and that staff always deal with it quickly and effectively.
- Attendance is improving because of the success of the actions being taken by the school. It has now moved closer to average from low levels.

The leadership and management requires improvement

- Leadership and management require improvement because it has not ensured consistently good achievement for pupils and good teaching throughout the school. Staff absence and changes have had an adverse impact on the school's ability to improve at a good rate.
- Leaders, along with staff, have created a positive and safe environment in which pupils can learn and develop. As a result, pupils are well behaved and feel safe at school.
- Through the systematic checking of performance, leaders and most governors have a clear overview of pupils' achievement. Senior staff and key subject leaders are well focused on raising pupils' achievement and the action being taken is having a positive impact.
- The school places a clear emphasis on improving teaching. Clapgate is working in partnership with three other local schools to share and strengthen teaching practices. Leaders, along with personnel from the local authority observe teaching and learning and provide constructive feedback to staff. However, when judging the quality of teaching, the school is not taking enough account of a full range of evidence, in particular, the progress that pupils make over time. As a result, the school judges teaching to be good and more favourably than pupils' progress.

- The development and training opportunities provided for staff are securely linked to the school's priorities for improvement. Decisions about staff promotion and salary increases are appropriately based on responsibilities and how well staff are performing.
- The local authority provides effective support in the school's drive for improvement. The local authority has provided good advice and support in the areas of leadership, governance and teaching.
- The school provides an appropriate range of subjects and topics to promote pupils' learning. Pupils enjoy the good range of clubs and educational visits. Pupils' skills in art and design are a strength because of the good opportunities offered.
- All pupils have equal access to the range of learning experiences that the school provides. The pupils commented, 'No one gets left out.' Discrimination, in any form, is not tolerated in the school. However, not all pupils have received consistently good teaching over time.
- Not many parents responded to the online Parent View, but the school's own survey shows that most parents are satisfied with the education and care provided.
- Pupil premium funding has been properly used to provide for the pupils who are eligible to benefit from it. One-to-one support is helping to raise the achievement of these pupils.
- **The governance of the school:**
 - Governance has been strengthened since the last inspection and the recently appointed Chair of the Governing Body brings good experience to the role. Members of the governing body are enthusiastic and supportive. Most governors have a clear overview of pupils' attainment and progress and how these compare to schools nationally. Governors are aware of the pressing need to raise pupils' attainment. Some governors are still developing their understanding in this area however. The governing body have worked well with the local authority and senior staff to help manage the changes to leadership and staffing. Governors understand the requirements relating to the management of staff performance and ensure that pay and promotion are linked to the progress pupils make. They check how the pupil premium funding is spent and the impact the action has on pupils' achievement. The governors attend appropriate training. They ensure that all safeguarding procedures meet requirements.

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	107958
Local authority	Leeds
Inspection number	405138

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	284
Appropriate authority	The governing body
Chair	Jan Rush
Interim headteachers	Lesley Simpson and Julia Norton
Date of previous school inspection	22 March 2011
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