

# Carr Manor Primary School

Carr Manor Road, Leeds, West Yorkshire, LS17 5DJ

**Inspection dates** 11–12 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Compared with other schools, the proportions of pupils that are making or exceeding the progress expected in reading, writing and mathematics are above average. The rate at which pupils make progress has improved significantly.
- Well-above average standards reported at the time of the last inspection dropped to broadly average in subsequent years but this year are rising to above average in English and mathematics.
- Children in Nursery and Reception Years make outstanding progress and a high proportion achieve a good level of development before the start of Year 1.
- Much of the teaching across the school is good and some is outstanding. Teachers and their assistants are highly skilled. They plan lessons effectively so that pupils, whatever their abilities or needs, are challenged by their work, effectively supported and learn well.
- Pupils' behaviour is at all times outstanding. Their attitudes to learning are excellent. They enjoy lessons, settle quickly and work very hard.
- The headteacher has added considerable experience and expertise to strengthening leadership and management. The staff team leads effectively and together with effective support from governors, has rapidly raised achievement and improved teaching.

### It is not yet an outstanding school because

- While pupils' progress is rapidly improving, the proportions making or exceeding expected progress have not reached outstandingly high levels.
- Teachers are not always taking the opportunity when marking pupils' work to advise clearly on what they should do to improve and reach a higher standard of work more quickly.
- Not all teachers make the highly effective use of the school's good data on pupils' progress as seen in outstanding lessons. As a result, not all teachers attain a high level of precision in planning and approaching lessons.

## Information about this inspection

- The inspectors observed 22 lessons taught by all of the school’s teachers. The headteacher and deputy headteacher joined inspectors in observing four of these lessons.
- Meetings were held with senior leaders, staff, pupils, representatives of the governing body and, separately, with a representative of the local authority.
- The inspectors listened to a small sample of pupils reading and examined the writing and mathematics work in pupils’ books.
- A wide range of the school’s documentation was scrutinised including an evaluation of its work, procedures for keeping pupils safe and data on pupils’ attainment and progress in reading, writing and mathematics.
- Account was taken of the school’s surveys of parents’ views and the 41 responses made by parents to the on-line questionnaire (Parent View).

## Inspection team

Alan Lemon, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Jan Lomas	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils of minority ethnic heritage is well above average. Most of these pupils are of Indian or Pakistani heritage. The proportion of pupils who are at an early stage of speaking English is also well above average.
- The proportion of pupils known to be eligible for the pupil premium is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after.)
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported through school action plus or who have a statement of special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- The Children's Centre attached to the school and managed by the governing body provides a range of services to local families. Its childcare provision is registered with Ofsted and it is inspected separately.
- The headteacher was appointed in September 2011.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that the rapid improvement in pupils' progress continues by:
  - ensuring teachers, when marking, offer pupils good, clear advice on what they must do to improve their work, achieve their targets and quickly raise the standard of their work
  - enabling teachers to develop an even more effective use of pupil progress data to increase the precision in their planning and approaches to lessons.

## Inspection judgements

### The achievement of pupils is good

- The rate at which pupils make progress is improving rapidly, and although pupils' progress from their previous starting points is good, it is not yet outstanding. Standards in English and mathematics by Year 6 have been average for several years but these are now rising rapidly.
- In past years, the proportion of pupils making the progress expected by the end of Key Stage 2 has been the same as found in most primary schools. This was the case in English overall but progress was better in writing and mathematics than in reading. Currently, an above average proportion of pupils are making or exceeding the progress expected. This is as a result of recent substantial improvements in the quality of teaching and particularly, higher expectations of what pupils can achieve. This has ensured that pupils' achievement is now good.
- In Year 6 in 2012, more-able pupils made significant progress such that the proportion exceeding expected progress in reading, writing and mathematics was much higher than seen in most primary schools. Some of these pupils made outstanding progress. Among other groups of pupils, however, small proportions failed to make enough progress. Leaders tackle shortfalls in achievement robustly and as a result, currently, all groups of pupils are achieving well. This meets the school's aims of promoting equal opportunities for all pupils.
- Children who go through Nursery and Reception Years make outstanding progress as a result of the exceptional Early Years Foundation Stage provision. A significant proportion of children start school at a low level of development for their age. By the end of Reception Year, the proportion achieving a good level of development is high compared to the level nationally. The strong emphasis on children developing literacy and numeracy skills is successfully followed through into Key Stage 1. This impacts significantly and has raised pupils' standard of reading, writing and mathematics at the end of Year 2. In 2012, for example, an above average proportion of Year 1 pupils reached the expected standard in a national check on their skills in linking letters and the sounds they make.
- Throughout school, pupils read confidently, enthusiastically and with enjoyment. Their writing is invested with similar enthusiasm. From an early stage they set down thoughts and express their imagination using a good range of language in neat, well-formed sentences and paragraphs. Pupils use their secure calculation skills to solve and engage in a range of mathematical problems.
- Across the school, ambitious targets for each pupil and rigorous checks on progress carried out regularly keeps a good level of achievement on track. The sharp focus on pupils' progress means that whatever their ability and learning needs they are supported and challenged appropriately.
- The extra money earmarked for pupils supported through the pupil premium is spent to good effect and these pupils are making the same good rate of progress as others. In Year 6 in 2012, the attainment in English and mathematics of pupils known to be eligible for free school meals was in line with similar pupils nationally. Although their attainment was about two to three terms behind others in the year group, this difference has currently been significantly reduced and so the gap is closing rapidly.
- The school goes to considerable lengths to ensure pupils learning to speak English, disabled pupils and those with special educational needs are fully supported. An effective range of approaches used by teachers and their assistants during lessons and in small groups away from the class focus sharply on pupils practising and gaining the skills. This ensures they learn well with the result that this year they have made more progress than the rate expected.

### The quality of teaching is good

- Teachers are well qualified, experienced and have good levels of expertise in all of the subjects taught. As a result, much teaching is good and across the school and some is outstanding, particularly in Nursery and Reception Years. Here, teaching provides a wide range of highly

effective opportunities for children to learn and develop at a rapid pace.

- Teaching assistants are also well qualified and make a substantial contribution to promoting pupils' learning. They effectively support the wide range of approaches for helping disabled pupils, those with special educational needs, those new to learning to speak English and pupils needing an extra boost to get them to the next level in English or mathematics.
- Leaders have raised teachers' expectations of what pupils can achieve. This is positively influencing pupils' learning and progress at every stage. The positive impact from good teaching is raising standards quickly in reading, writing and mathematics. These higher standards, however, have not been sustained for a sufficient period of time to demonstrate that teaching is of a consistently outstanding quality.
- Teachers are developing their use of the school's data on pupils' progress to plan lessons although the effectiveness with which this is done is not consistent among all teachers. However, it is increasingly the case that pupils' work is precisely matched to their abilities and the next steps they need to take. Such precision distinguishes outstanding teaching from that which is good. Teachers and their assistants know pupils well. In nearly all lessons, expectations are high and pupils whatever their abilities are challenged well by their work.
- Outstanding teaching establishes a fast pace to learning from the beginning and onwards. There is work immediately available for pupils to get on with as soon as they arrive and every exercise is challenging. This acts as a very positive influence on pupils' attitude to learning and they approach work in a very business-like way and with a great deal of self-confidence.
- In planning lessons, teachers choose topics and approaches that interest pupils and create enjoyment in learning. Teachers' questions and conversations engage pupils and elicit their positive contributions to lessons. This way, teachers also keep a close check on what pupils have learnt and when necessary change direction ensuring lesson objectives are achieved.
- Accurate assessment of what pupils know, understand and can do is used to set pupils targets for English and mathematics which focus on achieving the next level. When teachers mark pupils' work they give good attention to strengths and weaknesses but do not always give good, clear advice on what they must do to improve their work, achieve their targets to get to the next level of attainment quickly.

### **The behaviour and safety of pupils are outstanding**

- Pupils respond fully to the school's high expectations for good behaviour and the clearly set out code encouraging pupils to be polite and considerate to others. Pupils show much regard and respect for each other and this is not affected by their differences of culture and beliefs. They make each other feel welcome. Encouraged by the school's positive ethos and well-promoted values, pupils relate to each other on very warm and friendly terms. As a result, the school is a calm, happy and purposeful community in which pupils experience enjoyment and safety. This has a significant impact on their spiritual, moral, social and cultural development, which is exceptional.
- The school has very good approaches for managing pupils behaviour and, more particularly, for helping pupils to understand their own behaviour, its effect on others and teaching them to manage this for themselves. This works extremely well.
- Attitudes to learning are exceptionally positive. Pupils enjoy school and greatly value learning and making progress. Up until recently, attendance has been average but has improved and is now above average. Across the school, pupils go into lessons ready and willing to learn. They get themselves organised and settle quickly. Pupils pay close attention to the teacher and are keen to make contributions to questions and showing what they have learnt.
- Over time, pupils increase their self-confidence and develop as well-rounded individuals. Year 1 pupils presented an exemplary performance of the Giant Turnip story, acting and singing with gusto in front of a large audience of pupils and parents at assembly.
- Pupils have learnt to stay safe and know the risks they could encounter using the internet. They are well aware that bullying can happen in different ways, such as physical bullying, name-calling or being ignored by others. Pupils are thoroughly reassured that bullying is managed

effectively by staff and that there is none as a result. According to them, disagreements and other incidents are responded to immediately and resolved quickly. The parents who gave a view were all of the opinion that the school looks after their children well and the large majority believe bullying is dealt with effectively.

## **The leadership and management** are good

- The school's aspirations for what can be achieved for its pupils have been raised higher by the headteacher. She has brought considerable experience and expertise to this task and, relentless in driving improvement, has enabled the school to move forward quickly in further strengthening teaching and the outcomes for pupils.
- The local authority's 'light-touch' support has been helpful in giving leaders the encouragement of an expert external assessment of the school's performance and on their improvement.
- The headteacher's vision for the school and her high expectations has inspired the whole staff team. They work together with a clear sense of the school's direction and as a cohesive team in achieving improvement. The journey instigated by the headteacher has brought the school to the point where its effectiveness is securely good. It is on an upward trend and has increased the capacity for further improvement. Although the school's effectiveness is not yet outstanding, it is the aim. The excellent provision for Early Years Foundation Stage has already achieved this.
- Many important changes have rapidly been implemented which have had a positive impact on improving the school's effectiveness. School leadership has been extended to involve more staff. Their leadership training and by working closely together means every area of the school's work is well managed with a sharp eye on further improvement. This has benefited the curriculum with the introduction of new approaches to teaching literacy and mathematics. Pupils are offered many experiences, with particular strengths in music and art, but also enrichment taking them beyond the classroom and enlivening learning. The breadth of the curriculum makes a significant contribution to pupils' excellent spiritual, moral, social and cultural development.
- Leaders apply considerable rigour to checking pupils' progress. Progress data are widely shared and when they are used with particular effectiveness they are moving teaching from good to outstanding. In improving teaching, leaders are strongly emphasising the rigorous use of data by teachers and holding teachers to account for pupils achieving their targets.
- Leaders at all levels regularly check the quality of teaching and pupils' work. As a result, the school has an accurate assessment of its strengths and weaknesses on which to plan improvements and to set objectives for teachers to further improve their performance.
- The school's partnerships provide many beneficial opportunities for teachers and their assistants to improve their knowledge and skills through sharing good practice and training events with other schools. Several staff also take a leading role in spreading new ideas and good practices across local authority schools. The Children's Centre performs a key role in strengthening the links with parents, a crucial function warranting the Children's Centre manager being a member of the school's senior leadership team.
- **The governance of the school:**
  - Governors are closely involved with ensuring the school makes good progress on improvement, raising pupils' attainment in particular. They stay well-informed about the school's work through regular contact with the school, the headteacher's and other leaders' reports and the work of their committees. As a result, they have good understanding of the quality of teaching and know how the school performs in comparison with others. Governors pay particular attention to reports on the teachers' performance and how the pupil premium is being used to raise pupils' attainment. Governors have a good understanding of the school's strengths and weaknesses and use this effectively to question leaders on their priorities and the school's direction. They ensure that the requirements for safeguarding children are met.

## 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

<b>Unique reference number</b>	107913
<b>Local authority</b>	Leeds
<b>Inspection number</b>	412201

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	498
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clare Humphries
<b>Headteacher</b>	Deborah Kenny
<b>Date of previous school inspection</b>	17 June 2010
<b>Telephone number</b>	0113 2689160
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