

Ireland Wood Primary School

Raynel Gardens, Leeds, West Yorkshire, LS16 6BW

Inspection dates 4–5 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils make at least good progress from very low starting points. When they leave school in Year 6 the vast majority of pupils reach the standards that are expected for their age in reading, writing and mathematics.
- Teaching is good because teachers are very skilled at preparing lessons which cater well for every pupil, especially those with special educational needs and those for whom English is an additional language.
- Great attention is paid to pupils' well-being. Pupils are very happy and eager to learn and their behaviour is outstanding. Parents and pupils are confident that everyone in the school goes to great lengths to ensure pupils' safety and they care for them exceptionally well.
- In this highly inclusive school, all pupils are given rich opportunities through a stimulating curriculum which promotes their spiritual, social, moral and cultural development exceptionally well. Pupils are provided with plenty of educational visits and entertaining visitors. Pupils with physical disabilities are able to go donkey riding and enjoy hydro and rebound therapy at the local high school.
- This is an improving school. The headteacher and governors lead the school well. They share a common purpose to improve academic standards and enrich pupils' lives. As a result teaching and achievement have improved since the previous inspection and standards of care have been developed to an exceptionally high level.
- The sharing of best practice with other schools in the Trust is helping pupils to do even better.

It is not yet an outstanding school because

- Not enough teaching is yet of an outstanding quality to enable more of the higher-ability pupils to do even better than they are expected to do for their age.
- Although there have been recent improvements in rates of progress in mathematics, these improvements are not as well established as they are in reading and writing to be sure that they will be maintained and further developed.

Information about this inspection

- Inspectors observed 18 lessons, 10 of which were carried out jointly with the headteacher and deputy headteacher. They heard pupils read and looked at the work in their books.
- Meetings were held with middle and senior leaders, members of the governing body, several groups of pupils and parents and an officer of the local authority. A telephone discussion was held with the school's external adviser.
- The inspectors took account of the 36 responses by parents to the online questionnaire (Parent View) and of a phone call to the inspection contractor. They read several letters sent into the inspection team by parents and looked at the school's own survey of parents and staff.
- Observations were undertaken of various aspects of the school's work and documents were scrutinised, including those relating to tracking of pupil progress, procedures for checking the quality of teaching, performance management, governing body records of meetings and school improvement planning.

Inspection team

Hilary Ward, Lead inspector

Additional Inspector

Michael Hill

Additional Inspector

Zoe Westley

Additional Inspector

Full report

Information about this school

- Ireland Wood is larger than the average-sized primary school. It is larger than at the previous inspection because it became a two form entry school three years ago and will continue to grow in numbers over the next few years.
- The proportion of pupils who are eligible for pupil premium funding is well above average. (The pupil premium is additional funding for pupils who are known to be eligible for free school meals, who are in the care of the local authority or who are children of service families.)
- The proportion of pupils from minority ethnic groups is also above average and many of these pupils come to the school with little or no English.
- A higher than average number of pupils move in and out of the school at other than the usual times.
- The school has a resource base for 10 pupils with physical disabilities who all have a statement of special educational needs. The number of other children supported at school action plus and with a statement of special educational needs is also well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school is one of three primary schools and a high school, which together have formed a partnership as a charitable trust.

What does the school need to do to improve further?

- Ensure the recent improvements in the standards reached in mathematics are sustained by:
 - further developing partnership work with other schools
 - sharing best practice in the teaching of mathematics within the school.
- Improve the quality of teaching so that more of it is outstanding and results in more pupils doing better than expected by:
 - providing higher-ability pupils with work that is hard enough so that more of them are able to make better than expected progress and achieve at higher levels
 - raising teachers' expectations of what these pupils can achieve
 - expecting them to work more independently
 - regularly allowing them to research and find things out for themselves in lessons
 - building on the excellent marking to give pupils opportunities to consider and act on teachers' suggestions to improve their work.

Inspection judgements

The achievement of pupils is good

- Analysis of the school's data for the past and current year, shows that the achievement of pupils is improving over time.
- Children enter the Reception class with skills and knowledge well below what is expected at their age with very few children working at or above expectations. As a result of good relationships and quickly established routines, children develop good attitudes to learning during their time in the Reception Year.
- They make good progress in learning the sounds letters make and they begin to use them in their reading and writing. They develop counting skills in focused sessions throughout the year and in a range of activities in the indoor and outdoor learning areas so that they begin to catch up. Even so, they enter Key Stage 1 with skills and knowledge below those expected for their age, particularly in areas of literacy, numeracy and personal social development.
- The school's data relating to the standards pupils reach, when compared with the national averages, is affected by the significant number of pupils with complex disabilities, other special educational needs and by the high number of pupils who speak English as an additional language. Nevertheless, analysis shows that all groups of pupils make expected or better than expected progress from their individual starting points. This is because the school deploys its staff very well to provide additional support to individuals and small groups.
- Many of the pupils who attend the resource base make better than expected progress, both in their educational and personal development. This is because their progress is tracked exceptionally well and so care, support, and work is then carefully planned and well-matched to their individual needs.
- Improvements in rates of progress across the school result in pupils reaching expected standards by the time they leave the school in Year 6 in English and mathematics. Teachers provide work which is well tailored to meet individual needs to ensure pupils, especially those of lower ability, make the best possible progress they can. However, not enough pupils are reaching higher than expected levels, particularly in mathematics. This is mainly because pupils of higher ability are not always given work that is hard enough or sufficient opportunities to investigate and learn for themselves.
- Pupils who are eligible for pupil premium funding make just as good progress as others in reading, writing and mathematics. This is because the funding is used well to staff small group sessions.
- The school provides especially well for those pupils who do not speak English when they arrive at the school, so that they quickly catch up. For instance, in a Year 2 English lesson, several pupils new to the school showed impressive use of English in making rhyming couplets.

The quality of teaching is good

- There are many strong features in the good teaching. Teachers and teaching assistants continually check pupils' learning and adapt lessons to match interests. In a topic lesson, pupils were learning what evidence historical artefacts could provide about the Great Fire of London. They became so interested in the causes and effects of the fire that the teacher has planned further work to develop their keen interest in the subject.
- Pupils say they enjoy their lessons in the recently revised curriculum and even enjoy doing homework because teachers make the topics fun. However, higher-ability pupils are not expected to research and find things out for themselves as often as they might be.
- Excellent relationships between staff and pupils together with the organisation of lessons, ensure work is particularly well planned for those of lower ability, those with special educational needs and pupils with little or no English, so that they make good progress.
- The teaching of reading, writing and mathematics is good and has resulted in improvements,

particularly in writing. The school has recognised the need to develop pupils' mathematical skills further and has introduced website learning, which pupils can do from home, a calculation policy, shared with partner schools in the Trust, and mathematics workshops for both pupils and their parents.

- Teachers' marking of pupils' work is good. It helps them to know what to do to improve their work so that progress is clearly evident in pupils' books. However, pupils are not always given sufficient opportunity to follow up suggested areas for improvement.
- Pupils practise their literacy and numeracy skills in all subjects in the curriculum, for instance, skimming and scanning texts and websites for information in topic work.
- Parents are very appreciative of the good quality teaching, care and support their children receive. This is particularly true for those who have children with special educational needs and for those with additional and complex needs who attend the resource base. Teachers, teaching assistants and other professionals, provide excellent care and support to these pupils. They ensure pupils' mobility, communication and personal care needs are met exceptionally well throughout the day. As a result, pupils with special educational needs are able to access the full curriculum.

The behaviour and safety of pupils are outstanding

- Pupils behave exceptionally well in and outside of lessons. They are unfailingly polite and helpful, including to visitors. The school has an extremely happy and welcoming atmosphere and is calm and orderly.
- Pupils say they feel safe and their parents agree with this view. Pupils are aware of bullying in all its forms, including an excellent understanding from a young age of the risks presented by the internet and mobile devices. They know about racism. They are very clear that bullying is rare and know who to approach should they need to.
- The expectations of behaviour from adults in the school are very high. Well established routines are expected to be followed and these are reinforced by an excellent system of rewards. These are greatly valued by pupils and they look forward to the Friday rewards assemblies. The regular use of praise and reward underpins the highly positive relationships between pupils and adults in the school.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the school. It is promoted highly successfully through the welcoming atmosphere, excellent relationships and extensive cultural links, which have resulted in the school receiving the International School Award. The school's commitment to the celebration of a shared heritage and an equal opportunity for all is seen in activities such as International Week.
- Pupils respond enthusiastically to opportunities to take responsibility, for example, as peer mentors or members of the 'Green Team'. There is a thriving and influential school council who requested and managed the ordering of play equipment for breaks and lunchtimes and set up the Ireland Wood radio station.
- Attendance is broadly average. The school works hard to engage with parents, through the work of the parent support advisor and learning mentor, for example. Attendance of individual pupils is carefully checked and action taken if it slips.

The leadership and management are good

- The headteacher has been ambitious for this highly inclusive school and has built an effective senior leadership team. Members of the team work together with the rest of the staff to ensure pupils' individual needs are well met through strong links with parents and external agencies.
- This improving and growing school is very well regarded by the local community and the local authority. Rigorous checking of teaching and learning has improved how well pupils do. The rich and stimulating curriculum provides a wealth of opportunities for pupils to enjoy a wide range of additional activities. For example, this year pupils have welcomed visiting authors and theatre

groups into school, they are going on a trip to London, participated in sporting events and inter-house competitions in spelling, multiplication and sports. All of this contributes very well to pupils' spiritual, moral, social and cultural development.

- The senior leadership team and governors check and analyse the progress of the different groups of pupils well to ensure differing needs are well met and all groups can achieve equally successfully.
- The recent development of the partnership with two other primary schools and the local high school, is contributing to shared assessment of pupils' work and joint professional development of staff. In particular, an agreed mathematics calculation policy is beginning to result in some improvements in mathematics.
- The local authority provides light-touch support to the school.
- **The governance of the school:**
 - Governance of the school is outstanding. The governing body has improved its knowledge and understanding of the school's work since the previous inspection. Governors have a clear understanding of the schools' strengths and areas for improvement and provide very effective challenge to the headteacher. They monitor the performance management of teachers and ensure it is linked to pay progression. Governors check data on pupils' progress very well. They know exactly how the pupil premium funding is used and the difference it is making to those pupils who are entitled to it. Governors take their health and safety and safeguarding duties very seriously. They ensure the well-being and safety of all the pupils, and their care for those with special educational needs in particular, is exceptionally good.

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	107896
Local authority	Leeds
Inspection number	412566

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	297
Appropriate authority	The governing body
Chair	Jean Basson
Headteacher	Ian Blackburn
Date of previous school inspection	13 July 2010
Telephone number	0113 2678032
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