

# Blackgates Primary School

Smithy Lane, Tingley, Wakefield, West Yorkshire, WF3 1QQ

**Inspection dates** 16–17 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children enter the school with skills that are below those typically expected for their age. Since the last inspection pupils have generally made good progress and have left Year 6 with average standards.
- In 2012 standards dipped. Consequently, the headteacher, senior leaders, staff and governors have made a concerted and effective effort to improve achievement. As a result, standards have risen once more.
- The curriculum is good and provides well for pupils' spiritual, moral, social and cultural development.
- Attendance has risen in each of four successive years and is now close to average.
- The school promotes equality of opportunity exceptionally well.
- Teaching is mainly good with some that is outstanding. Teachers provide interesting activities carefully adjusted to meet pupils' needs and abilities. Teaching assistants give effective support, using activities and equipment skilfully to interest pupils.
- Pupils behave very well and have good attitudes to learning, as shown in their enjoyment and hard work in lessons. They are confident, polite and show care and respect for adults and their peers. Pupils say they feel safe in the school. Staff and the overwhelming majority of parents agree.
- The governing body supports and challenges the school's work and holds this improving school to account.

### It is not yet an outstanding school because

- Not enough teaching is outstanding in order to drive pupils' progress more rapidly.
- Pupils do not have enough opportunity to develop their independence and to show they can learn on their own.
- Pupils have too few opportunities to practise their mathematics in other subjects.
- The marking in mathematics is not as good as it is in English.

## Information about this inspection

- Inspectors observed 14 teachers in 16 lessons, two of which were observed jointly with the headteacher and the assistant headteacher.
- Inspectors observed the behaviour of pupils in lessons, at play, as they moved around the school and in assembly.
- Discussions were held with staff, the Chair and three other members of the Governing Body and a representative of the local authority. Inspectors spoke to parents at the beginning of the school day.
- Meetings were held with pupils from Key Stage 1 and Key Stage 2 and with members of the school council. Opportunities were taken to speak to children in the Early Years Foundation Stage.
- Inspectors heard children read from Year 2.
- A number of school documents were examined. These included: information about pupils' progress; the school's view of its own performance; the school's development plan; and pupils' work in books. An inspector scrutinised literacy and mathematics work from Year 2, Year 5 and Year 6 pupils.
- Inspectors took account of the 26 responses to the online questionnaire (Parent View), 25 staff questionnaires, the school's pupil survey and conversations with three parents, the school nurse, the family support officer and the sports coach.

## Inspection team

Pamela Hemphill, Lead inspector	Additional Inspector
Terry Bond	Additional Inspector
Jonathan Woodyatt	Additional Inspector

## Full report

### Information about this school

- Blackgates is larger than the average-sized primary school.
- A higher-than-average proportion of pupils are eligible for the pupil premium, which provides additional government funding for children in local authority care, those from service families and those known to be eligible for free school meals.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported at school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- There are more pupils on roll than at the last inspection.

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

- Ensure the proportion of outstanding teaching is increased, so that the rate of pupils' progress is accelerated further, by:
  - giving pupils more opportunities to develop their independence and take greater responsibility to manage their own learning
  - increasing the opportunities for pupils to develop, practise and use their mathematics skills in subjects across the curriculum
  - ensuring marking and pupils' response to their next steps for learning in mathematics are consistently as good as those found in English.

## Inspection judgements

### The achievement of pupils

**is good**

- The progress of pupils is improving at Blackgates Primary School. The overwhelming majority of parents who responded to the online survey and those who spoke to inspectors agree.
- Most children start their education with knowledge and skills below those expected for their age, particularly in communication, language, personal development, listening and attention. The progress of children is good in mathematics, reading and writing. They move into Key Stage 1 close to the average for their age because of the good learning and personal development opportunities provided by teachers.
- Because of improvements in teaching the rates at which pupils have progressed across year groups and subjects have improved since 2012.
- Pupils' progress in early reading skills is good. In 2012 the proportion of pupils who met the required standard in the letters and sounds national screening check at the end of Key Stage 1 was in line with the 2012 national average and has remained so again in 2013. Pupils supported by the pupil premium, including those known to be eligible for free school meals, make the same progress as others do.
- In Key Stage 1 the achievement of pupils has risen to above the national average in reading, writing and mathematics. Results also rose slightly at the higher Level 3 in reading.
- In Key Stage 2 pupils' achievement at Level 4 has improved strongly in reading, mathematics and, particularly, in writing, which is now above the national average. At Level 5 attainment has risen to above the national average in reading, writing and mathematics.
- Pupils with special educational needs and disabilities make similar rates of progress to other pupils because of the good support of teaching assistants.
- From their starting points pupils supported by the pupil premium, including those known to be eligible for free school meals, have done well in their learning in 2013. At the end of Key Stage 2 pupils have made the same rate of progress as their peers. In fact, their progress was well above that of other pupils in mathematics. Their attainment was the same as that of their peers in mathematics and at the national average for pupils supported by the pupil premium in reading and writing.

### The quality of teaching

**is good**

- The quality of teaching is good overall with some that is outstanding. Lessons throughout the school are well planned, there are high expectations for the quality and amount of work, the pace of learning is brisk and pupils understand what they are learning and why. Activities engage pupils well and they enjoy them. Teachers and teaching assistants use questioning well to probe into what the pupils know and then to extend their learning. This has had a particularly strong impact on the teaching of sounds and letters, reading and writing throughout the school.
- Teaching in the Early Years Foundation Stage is good and enables children to make choices and to work together in a wide range of activities inside and outside. As a result, they make good progress in their language, personal and social skills. Adults model good use of language in their conversations with pupils and through their incisive questioning. This was clearly shown in a water activity, which made children think about 'how many does it take?' when filling a bucket with a small bottle.
- Pupils agree that they know their targets. In a Year 4 English lesson the teacher had given pupils a personal target for their writing of a diary about 'Rumple Crumple Stinky Pin'. The teacher had carefully identified what each pupil needed to do to move their learning forward when she had marked their previous work. Pupils worked independently, their learning was well focused on using conjunctions and adjectives and they selected the right resources to help them use a wider range of vocabulary and to spell correctly. Pupils enjoyed their lesson and shared their good work by confidently reading out loud. As a result, they made very good progress in their ability

to learn by themselves. Not enough lessons provide similarly good opportunities for pupils to show they can get on with their work and learn on their own.

- In a Year 4 mathematics lesson pupils calculated accurately the area of floors in different rooms. They were then challenged to solve a mathematics problem to prepare costings for new carpets and tiles. The use of mathematics, however, is not seen often enough in other subjects and is one of the reasons why progress in mathematics is not yet as strong as that in English.
- The checking of work in pupils' books shows good progress in English. Teachers' thorough marking provides good feedback to pupils for their next steps in learning. Work in mathematics does not show such good progress as in English and marking is not quite so accurate, with less guidance for pupils on what to do to improve.
- The majority of parents who responded to the online survey consider homework to be appropriate. Pupils say they particularly enjoy working on extended tasks in their learning logs.

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

- Pupils say behaviour is good and that they are safe at their school. Inspectors, the overwhelming majority of parents and all those who completed the staff survey agree.
- Pupils agree bullying rarely happens. Pupils told inspectors that they can turn to the headteacher and to staff, who act quickly to stop any poor behaviour. This and the school's commitment to the development of pupils' personal and social skills have been used effectively to prevent bullying, name-calling and falling-out. Pupils have learned about cyber-bullying and have written very sensitively about the impact of this on victims.
- Pupils come to school punctually, are ready to learn and have positive attitudes which are reflected in attendance rates that have improved each year since the last inspection. Attendance has risen to close to the national average over this year. The proportion of pupils in the school who are persistently absent has reduced by almost two thirds. This is now similar to the national average as a result of effective actions that have consistently supported better attendance.
- The school ensures pupils are kept safe. Vulnerable pupils and those with complex learning needs are given appropriate sensory and nurture support. Challenging behaviour is well managed by teachers, which ensures pupils' learning is not disrupted; as a result, there have been no exclusions.
- Children in the Early Years Foundation Stage are kept safe as they play together harmoniously and work in stimulating, well-resourced and secure areas inside and outside.
- Pupils willingly accept responsibility in the school. They act as school councillors, and buddies befriend others in the playground. Pupils regularly raise money for a wide range of charities.
- Staff in the school are good role models for pupils because they show respect and ambition for their learning and good behaviour.

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

- All those who responded to the staff survey are unanimous in feeling proud to work at this school.
- The headteacher has worked jointly with the local cluster of schools to support and improve leadership, teaching and pupils' transition from primary to secondary education. A National Leader in Education has supported the school very well to get standards back on track. This has had a good effect because results in 2013 have risen. The school now has a better tracking system which supports it to accurately monitor pupils' progress and to pinpoint accurately what needs to be done to continue to raise pupils' achievement.
- Teaching is monitored rigorously and accurately each term through observations and 'learning walks'. Teachers have used the Teachers' Standards to evaluate themselves and are set targets based on their performance. Every teacher has a target for improving pupils' progress in reading, writing and mathematics. Data from tracking information are used in regular progress meetings in which teachers are held to account for the amount of progress pupils in their classes make. These actions, together with coaching for teachers, training and work with other schools

in the local cluster, have contributed strongly to the quality of teaching that is now good overall. However, this has not yet ensured that enough teaching is outstanding.

- The curriculum is enriched by a range of engaging activities. In a Black History topic Year 6 pupils researched famous people and used their information and communication technology skills well to prepare and present what they had learned about Rosa Parks, Doctor Martin Luther King and Nelson Mandela. Displays around the school show diverse, high-quality work with a strong focus on writing. Work in mathematics is less evident in displays.
- Pupils' spiritual, moral, social and cultural development is promoted very well through the curriculum. All pupils have wide opportunity for sports and music. Pupils play instruments in music lessons and can choose to develop their talents further, without cost, through a wide range of specialist instrumental and voice tuition. This is proof of the school's excellent commitment to ensuring all pupils have a fair chance to succeed. Pupils learn about world religions, enhanced by visits to places of worship in the area and links with a local minister who regularly takes assemblies. Year 6 pupils develop good personal and social skills through a residential experience which sensitively prepares them for the move to Year 7 in their next schools.
- Safeguarding requirements are met in full.
- The school has received regular support from the local authority over the last year. It has checked the school's procedures for gaining an accurate view of its performance and has analysed the data showing the decline in standards in 2012. As a result, the local authority recognises the school as being effective and agrees with the actions taken to get it quickly back on track.
- **The governance of the school:**
  - Governors are clear about the strengths and weaknesses of the school and, as a result, are strongly supporting and challenging the rates of progress pupils make. They have made an effective contribution to managing staff performance and ensure the headteacher and staff are held to account for the progress of pupils. They have supported the headteacher in taking the necessary steps which have led to teaching that is good overall. This has resulted in clear improvement in the proportion of pupils making more than the expected progress at the end of Key Stage 2 in 2013. Governors have checked the performance of those eligible for the pupil premium and have backed decisions on spending to improve the amount of teaching assistant support, particularly for reading and for the full inclusion of pupils in the wide range of extra-curricular opportunities the school offers. This has led to rates of progress for those eligible for the pupil premium being similar to and above those of other pupils in the school. The governing body ensures that the school budget is managed efficiently.

## 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>	134406
<b>Local authority</b>	Leeds
<b>Inspection number</b>	412567

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>	372
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kay Robst
<b>Headteacher</b>	Elaine Kay-Devanney
<b>Date of previous school inspection</b>	3 March 2010
<b>Telephone number</b>	0113 386 2480
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